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ABSTRACT

Iowa State University conducted a study to determine the feasibility of a vocational curriculum management system for the state of Iowa. Interest in and potential use of a curriculum management system were determined by surveying a sample population of 450 vocational educators on both secondary and postsecondary levels. The educators indicated that they would use such a resource if it were made available and that units of instruction were their number one priority when choosing curriculum materials. Respondents reported that the key to such a center would be marketing--that educators must know what resources and services are available and how to use the center. Based on this expressed need, a proposed model was developed, using a conceptual framework of the five management functions (planning, organizing, implementing, controlling, and evaluating). Major components of the model include (1) identification of vocational curriculum needs; (2) determination of instructional materials priorities; (3) establishment of curriculum standards and policies; (4) state approval; (5) material review; (6) pilot or field testing; (7) duplication or acquisition of materials; (8) staff development for diffusion/dissemination; (9) local use by teachers and students; and (10) evaluation. Costs for establishing, maintaining, and providing services of a curriculum management system were determined, and recommendations for establishing the center were made. (KC)

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ED219626

TO DETERMINE THE FEASABILITY OF A VOCATIONAL CURRICULUM MANAGEMENT SYSTEM FOR THE STATE OF IOWA

Funded by:

Planning and Support Services Section
Area Schools and Career Education Branch
Iowa Department of Public Instruction

Conducted by:

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ABSTRACT

Cooperating Institution: Iowa State University
of Science and Industry

Project Initator: Department of Industrial Education
College of Education
Iowa State University
Ames, Ia 50011

Project Title: To Determine The Feasibility of a Vocational Curriculum Management System for the State of Iowa

Objectives:

1. Determine the functions and designs of a Curriculum Management System.
2. Assess the interest in and potential use of a Curriculum Management System by surveying sample populations of Vocational educators.
3. Determine the cost of establishing, maintaining, and providing services of a curriculum management system.
4. Based on 1, 2, and 3 above, define a set of recommendations for the establishment, financing, delivery mode, and operation of an Iowa Curriculum Management System.

PREFACE

Vocational Education in Iowa has always recognized the need for quality curriculum materials. This is indicative by those curriculum materials which are home grown.

However, the state has alos had a concern for a centralized Vocational Curriculum Dissemination Center.

During 1980, this project was initiated and funded by the Department of Public Instruction to look into the establishment of an Iowa Vocational Curriculum Disseminiation Center.

This research conducted at Iowa State University addressed the blueprint and needed funding pattern to establish such a center.

This document--the ICDC Research Report--defines the blueprint for such a center. The ICDC Summary report defines 36 recommendations for the implementation of this blueprint.

Operational Objectives

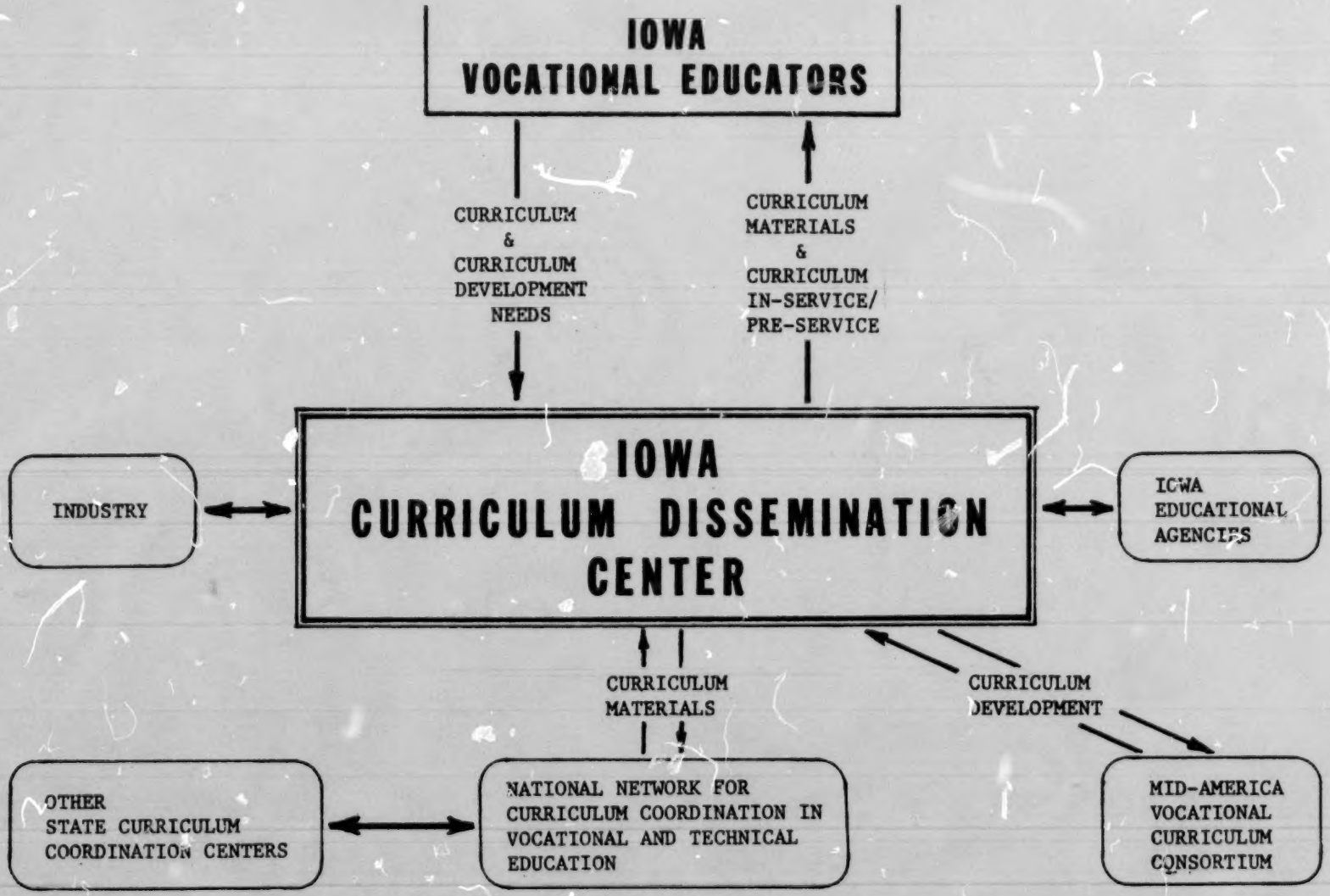
1. Determine the functions and designs of a Curriculum Management System.
2. Assess the interest in and potential use of a Curriculum Management System by surveying sample populations of Vocational educators.
3. Determine the cost of establishing, maintaining, and providing services of a curriculum management system.
4. Based on 1, 2, and 3 above, define a set of recommendations for the establishment, financing, delivery mode, and operation of an Iowa Curriculum Management System.

John Van Ast, Ph.D
Project Director

John Van Ast
4/29/81

Figure A

RESOURCE ARTICULATION



ACKNOWLEDGEMENT

The acknowledgements for a project with the magnitude and implications such as this project is one which is usually left to the last, is usually the most difficult, and yet one of the most pleasant.

As Project Director, there was opportunity to interact with curriculum specialists from Oklahoma, Minnesota, Alabama, Kansas, Iowa, Texas, Colorado, New Mexico, North and South Dakota, Missouri, and the District of Columbia. I have had an opportunity to work cooperatively with Iowa educators who represented all populations, who are and who serve Vocational Education, Adult Education, Area Education Agencies, K-12 Career Education, Secondary Education, Community College Educators, Teacher Education, Vocational Programs in Correctional Institutions. I had the opportunity to gather representatives from these populations and to draw from them their best thoughts about curriculum concerns, and mold a combination of those thoughts into a document which defines a blueprint of excellence for the development, implementation, and evaluation of an Iowa Curriculum Dissemination Center--ICDC. For these individuals and opportunities I acknowledge my thanks. Two documents, the 20 page ICDC Summary Report and the 107 ICDC Research Report make up this blueprint of excellence.

Much credit must be given to those interest groups who supported the efforts of this project. Recognition must be given to those DPI staff who identified the need for this study and who provided the finances. A special thanks goes to Jim Athen and Ron Jarchow. Acknowledgement must be extended to all advisory committee members, Iowa State University, and namely William Wolansky, Head, Department of Industrial Education, is acknowledged for his support for the project and project staff.

Special thanks must be extended to individuals who provided outstanding contributions to the development of this document. Each provided their area of expertise to compliment the Project Director's efforts. Those individuals are:

Dr. Ann Benson, Executive Director, MAVCC

Dr. Steve Poort, Dean of Instruction, Indian Hills Community College

Dr. Maurice "Mitch" Mitchell, Director of Instructional Development
Des Moines Area Community College

A special acknowledgement is extended to Mrs. Jan Luiken. As Project Secretary she provided excellence to the details of all phases of the research. She is also responsible for the format and quality of the ICDC Summary Report and the ICDC Research Report. As Project Director I am sincerely indebted and recognize her contribution to the quality of this project and report.

TABLE OF CONTENTS

PAGE

Abstract i

Preface ii

Figure A iii

Acknowledgement iv

1. Introduction 1
2. Assumptions and Definition of Terms 2
3. Proposed Management Functions 7
4. Survey Results 15
5. ICDC Systems Concerns 27
6. Objectives and Program Components 28
7. Delivery Model 33
8. Location Considerations 35
9. Implementing System 38
10. Staffing 43
11. Council Functions 46
12. Financing ... Towards Self Support 49
13. Return On Investments 51
14. MAVCC Membership 57
15. Curriculum and Classification System 61
16. Sources Of Curriculum Materials 73
17. System And Personnel Assessment 95
18. Letters of Support 98

INTRODUCTION

At the center of vocational education, and instrumental to its effectiveness, is the curriculum. Like other crucial aspects of the program -- such as personnel, facilities, and equipment -- without an up-to-date and appropriate curriculum the entire operation is hampered. Yet curriculum development and management[1] in Iowa has been a disjointed, uncoordinated process. This project addressed the problem of constructing a coordinated plan for curriculum development and management within the Vocational-Technical program in Iowa.

Rationale for the Project

A well-planned curriculum, incorporating the multi-media approach for the use of instructional materials, will enable the vocational-technical teacher to provide the kind of learning experiences and opportunities to enable the student to achieve educational objectives most effectively and efficiently.

Knowledge and Information Access

Experts on the change process generally agree that knowledge about and access to a source of information are prime factors in promoting change in any social system. Yet, in vocational-technical education there has been little deliberate effort at either the local or State level to retrieve, synthesize, evaluate, and systematize curricular information[2] and curricular materials[3] for dissemination purposes.

---

[1] Curriculum management is defined as all functions associated with collecting, classifying, reporting, diffusing, disseminating, demonstrating, and evaluating curricular information and materials.

[2] Curricular information is defined as information needed for constructing the curriculum including involving advisory groups, developing courses of study, selecting appropriate curricular materials, methods of instruction and evaluating and improving programs.

[3] Curriculum materials for teaching and/or learning purposes including books, supplementary reading materials, teaching guides, work books, visual aids, programmed student-use materials, etc.

Teacher Involvement

Curriculum development and management functions cannot be separated from instruction or from teachers. Curriculum decisions made and passed along to teachers seldom found their way into a classroom. A vocational-technical teacher is more likely to take seriously a curriculum he or she has helped plan. Therefore, curriculum development and management functions must be closely coordinated with teacher education and should involve teachers in the development, utilization, and evaluation of curricular information and materials.

Group Process

In addition to the proposition of teacher involvement, a second proposition is that curriculum development and management in vocational-technical education is a group process. The process is too important, involved, and time consuming to permit individual or uncoordinated undertaking. The vocational-technical curriculum requires an interdisciplinary approach involving teachers, researchers, subject-matter specialist, curriculum specialists, teacher educators, State Department of Education personnel, and representatives from trade and/or professional groups.

Articulation and Accessibility

Underlying the curriculum management problem in vocational-technical education as it relates to student goals is the structuring of an articulated curriculum which provides for: (1) continuity from the junior high grade levels through post-secondary occupational curricula levels, (2) transition within the vocational-technical delivery system, and (3) easy exit to the work force once a decision has been reached to leave school and easy access to the system once dissatisfaction with current employment leads to the decision to obtain additional schooling. Accessibility to the vocational-technical education delivery system implies that the system provides appropriate curricular experiences based on the individual and relevant to the level of performance required of the individual in the career in which he/she plans to enter and progress.

Teacher Education

Teachers are not curriculum specialists and need assistance in identifying, selecting, obtaining, and utilizing curricular information and materials. There is a considerable amount of curriculum material available about which most teachers have little or no knowledge. Such materials have been either prepared with no provision for making it available or have been made available through mass distribution procedures with no utilization instructions. Curriculum development and management functions should always be accompanied by an in-service teacher education program. The use of current instructional materials in pre-service teacher education programs as well as continuing in-service teacher education program will aid teachers in keeping abreast of the changes in instructional content and media.

Information

Since there is a wealth of curriculum material in existence about which most vocational-technical teachers have little or no knowledge, the initiation of curriculum management functions is as important as that of the actual development. There is an immediate need to collect, classify, and evaluate pertinent curriculum materials and to disseminate this information to teachers. This information should clearly indicate: (1) instructional objectives, (2) for whom it is intended and at what level, (3) how it is to be used, (4) how it is to be obtained, (5) cost, (6) who developed it, (7) procedures and standards for utilization, (8) procedures and standards for evalaution, and (9) possible supplementary resources materials.

Even when the curriculum research has been completed, all validation procedures are followed and high quality curricular materials have been developed, there remains the task of managing the curriculum dissemination process. This final activity influences, to a great extent, the quality of instructional programs.

ASSUMPSIONS AND DEFINITION OF TERMS

Assumptions

The following are assumptions made regarding: (1) the development of the ICDC Project, (2) the Model, and (3) the nature of vocational curriculum:

1. The group decision-making process permeating the vocational education curriculum process will contribute greatly to the development of an effective curriculum development system.
2. The ICDC Project focuses on the curriculum process as it relates to occupational programs.
3. Specialists in curriculum development, research, and management can contribute greatly to the vocational curriculum process.
4. The systems approach offers, at the present time, the best theoretical base for dealing with the complex vocational education curriculum development process.
5. Vocational education curriculum focuses on: (a) occupational skills development and related knowledge, theory, and concepts for understanding and performing those skills, (b) attitude development--positive attitude toward self, others, and the work environment, and (c) experience for students in selecting, obtaining, maintaining, and progressing in employment.
6. The vocational curriculum requires attention concerning curriculum theories and learning theories.
7. The vocational curriculum must be based on the actual validated tasks performed by employees in the specific occupation, not on what someone thinks employees do. Furthermore, it should be based on preparation for entry into the labor force and/or successful advancement in employment on a career ladder basis.

8. The vocational curriculum requires constant evaluation to keep it relevant to the occupation or occupations it represents.
9. Effective vocational curriculum development requires input and involvement from other disciplines and areas such as sociology, psychology, guidance, general education, reading, special needs, and sex bias monitors.
10. Advisory groups are essential in planning of curricula and in validating the content of materials.

Definition of Terms

The basic terms used in this report are defined as follows:

ICDC - Iowa Curriculum Dissemination Center

Criterion-Reference Measure - An evaluative measure based upon an established performance objective, which when accomplished indicates the attainment of that objective.

Curricular Information - Information needed for selecting and/or constructing the curriculum; including involving advisory groups, developing courses of study, selecting appropriate curricular materials and methods of instruction, and evaluating and improving existing programs.

Curriculum Management - All functions associated with planning, organizing, coordinating, collecting, classifying, developing, reporting, diffusing, disseminating, demonstrating, controlling, and evaluating curricular information and materials which include the: (1) diagnosis of needs; (2) formulation of objectives; (3) selection of content; (4) selection and organization of learning experiences; and (5) identification of evaluation needs and means.

Hardware - Refers to machines, equipment, models, and other inventoried items used in the educational program -- often with software components.

IMRC - Instructional Materials Review Committee

Employee - A person working in an occupation for which curriculum is developed to train other persons for that same occupation.

Occupational Task Analysis Survey - A research technique for identifying reviewing actual job requirements in business and industry for application in the development of vocational education curricular which relates to developing performance objectives, affective work competencies, reference measures, and quality control within a vocational education program.

Performance Test - A test requiring the student to answer cognitive information and requiring the ability to operate, manipulate or perform a given task.

RCU - Research Coordinating Unit

Software - Software curriculum materials refer to printed materials, transparencies, filmstrips, etc.

Systems Concept - The systems approach offers a "cyclical" process for dealing with complex problems and their changing relationships. The systems approach as it relates to vocational curriculum development requires: (1) goal statements followed by performance objective statements; (2) continuous assessment of performance; (3) the judicious exercise of quality control; and (4) continuous adjustment for improvement.

MAVCC - Mid-America Vocational Curriculum Consortium

NNCCVTE - National Network for Curriculum Coordination in Vocational and Technical Education

MCCC - Mid-West Curriculum Coordination Center

PROPOSED MANAGEMENT FUNCTIONS

Five generic functions were taken into consideration in conceptualizing a system for managing and operating the vocational education curriculum development process. These five functions were: management, development, reproduction, diffusion/dissemination, and evaluation/revision. The five management functions for (1) planning, (2) organizing, (3) implementing, (4) controlling, and (5) evaluating, encompassed the conceptual framework for the operational and management scheme presented in relation to the model. These functions guided the development of the recommended Iowa Curriculum Dissemination Center.

The model illustrated in Figure 1, page 14, encompasses the major components of the recommended system for the operation and management of the Iowa Curriculum Dissemination Center - ICDC. Conceptually, the process is continuous, self-regenerating and comprehensive in its approach to development, operation, and management of vocational education curriculum. Major components of the model, with a brief discussion of each, follow:

A. Identification of Needs

Identification of specific vocational curriculum needs is an ongoing process--in both new and existing programs, in all areas, and at all levels. This phase of the model is critical to the effectiveness of the total system. The needs-assessment phases is a continuous, year-round process culminating in a report of findings that will occur each year at the beginning of the fiscal period.

Everyone affected by vocational education curriculum decisions should have input into the needs assessment. This includes students, teachers, representatives from business, industry and labor, Department of Public Instruction consultants, AEA specialists and teacher educators.

Methodology of the needs assessment and prioritization considers: (1) employment outlook (employment levels and job openings), (2) current levels and numbers of teachers and students involved in specific programs, (3) types of specific needs indicated by teachers, DPI consultants, vocational administrators and teacher educators, and (4) status of current materials. This information is further analyzed by CIP Code areas. It is also recommended that, as the system becomes operational, the RCU incorporate information from reliable student and employee follow-up studies into the needs assessment process.

B. Instructional Materials Priorities Determined

The determination of priorities for vocational instructional materials involves a group decision-making process. The Iowa Curriculum Dissemination Center Council -- ICDCC - should have a broad range of responsibilities in providing recommendations to the ICDC director. ICDCC involvement in the management process will be discussed throughout this model. The Council should meet numerous times during the first two years of operation, and a minimum of two times a year thereafter to establish and review curriculum priorities.

Based on the needs assessment, availability of funds, availability of personnel, and other resources, the ICDCC should recommend the priorities for the year. Service areas, levels, and topics for materials will be specified in the recommendation.

C. Establishment of Curriculum Standards and Policies

The ICDCC should be charged with the responsiblity of assisting in the establishment of standards and policies regarding the requistion, dissemination, and articulation of curriculum materials for vocational education. The ICDC director should be charged with the responsibility for development of a "Curriculum Standards and Policies Manual" to recommend to the ICDCC.

The Manual should address the following: (1) Basic Standards, (2) Policies, (3) Quality Control, (4) Group Involvement, (5) Evaluation, (6) Dissemination/ Diffusion Practices, (7) Contract Relationships, and (8) Acceptable Curriculum Format. Once developed, this Manual should be reassessed annually.

Much involvement of curriculum specialists, Department of Public Instruction consultants, teacher educators, and teachers will be needed. Accepted curriculum formats for vocational instructional material development is essential in order to better utilize common units of instruction within as well as across service or occupational areas.

D. State Approval

The ICDCC upon reviewing the needs assessment, staffing patterns and expertise, and financial resources, will annually provide time estimates and estimated expenditures. Accompanying these recommendations will be curriculum work regarding potential new programs based on feasibility studies conducted by RCU.

Upon review, the State Vocational Technical Director will accept, modify, or reject the ICDCC recommendation and will notify the ICDC director.

E. Material Review

The first step in the development/dissemination/diffusion/adoption process is the appointment of an Instructional Materials Review Committee (IMRC). An Instructional Materials Review Committee (IMRC), for each priority item will consist of: (1) occupational specialists, (2) recognized successful teachers in the specific field, (3) teacher educators in the field, (4) curriculum specialist(s) in the specific field (or as closely related as possible), (5) DPI consultant and an AEA specialist in the field.

A major task of the IMRC committee at this time will be to study the existing materials in relation to the needs identified. An occupational task analysis survey will be utilized when appropriate.

F. Pilot or Field Test

Once materials have been adapted, developed, or procured, pilot or field tests should be conducted before mass expenditures are incurred for purchase, dissemination, and implementation.

Once criteria is established the ICDC director has the responsibility for (1) implementing the pilot or field test, (2) reporting the results of the test to the IMRC, (3) coordinating the revision or modification of the materials, (4) involving others responsibile for implementing curriculum, (5) recommending the acceptance or rejection of the curriculum or materials, and (6) disseminating of the results of the test to State Department of Education personnel, teachers, and administrators in the field. The ICDC director is also responsible for producing and delivering sufficient quantities of materials in adequate time for teachers to review and organize it properly prior to its use in the classroom, laboratory, or clinic.

G. Duplication/Acquisition

Duplication or acquisition of materials, in sufficient quantity and on time, is critical to this system. The ICDC director is responsible for establishing duplication/acquisition priorities and deadlines, and for coordinating the total production process.

H. Diffusion/Dissemination

Staff development is the key to succssful diffusion/dissemination. The dissemination process must be viewed in a much broader scope than just distributing materials to teachers. Having an outstanding curriculum developed but not adopted and utilized makes no contribution to the educational process. Dissemination must be viewed in terms of a diffusion/dissemination/adoption process. Diffusion is the systematic installation of new materials or processes including maintenance and support until these materials are adopted. In this light, the ICDC staff must perceive their roles as change agents. In doing so, many components and processes in the system will be involved.

Distribution of the curriculum materials, whether adapted, or adopted, should be accomplished primarily through inservice workshops for all potential users. The workshops should be coordinated by the ICDC in a concerted effort with appropriate Department of Public Instruction consultants, AEA staff, and teacher educators. Necessary funds to accomplish the dissemination/adoption process should be considered when establishing priorities.

I. Local Utilization by Teachers and Students

As teachers and students begin utilizing the curriculum, periodic contacts should be made by the ICDC staff and the appropriate teacher educators/DPI consultants concerning success/problems in the implementation process. As group or individual problems are encountered, the ICDC staff should act immediately to provide assistance.

J. Evaluation

There will be three aspects to this component: (1) evaluation of the curriculum materials being utilized, (2) evaluation of the ICDC staff, and (3) evaluation of the system itself. Evaluation procedure will be articulated with expertise from MAVCC and MVCDC.

The primary purpose of the curriculum evaluation is to provide an objective means by which to improve the curriculum and curriculum development process on a continuing basis.

The materials evaluated for purposes of adaption, adoption, purchase or revision will focus on the following: (1) comparisons with new task inventories, (2) objectives, (3) learning activities, (4) student resource materials, (5) results of the pilot or field test, (6) criterion reference tests, and (7) performance tests.

The ICDC staff evaluations will follow the model outlined in "A Model and Guide for the Assessment of Curriculum Personnel". See page 97

Evaluation of the curriculum management system itself is essential for maximum efficiency and effectiveness. The services from MAVCC and MVCDC staff during the first three years could assist in the system's improvement until it becomes standardized. Once standardized, an annual process evaluation (to monitor the system to see if it is doing what it is supposed to do) should suffice.

Components of an evaluation of the ICDC should focus on: (1) a summary of activities, products, and objectives, (2) procedures and guidelines, (3) communications/coordination between individuals, units, or groups, (4) effectiveness of decision-making groups, (5) clarity of assignments and responsibilities, (6) appropriate scheduling of materials development and field tests, (7) proper functioning of the dissemination/diffusion system, and (8) support for the system.

The controlling and evaluating functions of the management process provide the means of regulating, maintaining, and directing the system along its predetermined path, and/or improving the system as the process moves along. The activities related to the controlling and evaluating function relate to:

1. Monitoring the implementation process.
2. Process evaluation of the system.
3. Outcomes evaluation of the system.
4. Outcomes evaluation of the products of the system.
5. Providing recommendations for recycling the system.

The operations and management framework for the Model has been reviewed. The identification of what, when, how, and by whom must now be outlined to implement the operational and management system. The Task, Procedures, and Responsibility Distribution Chart that follows is developed to serve that function.

SURVEY RESULTS

The attached survey was went to 450 educators in Iowa. The following populations were surveyed.

Community College Vocational Instructors
AEA and Special Needs Directors
Correctional Institutions' Instructors at Eldora and Fort Madison
Curriculum and Staff Development Specialists
K-12 Career Education Directors
Adult Education Directors at the area schools
Adult Education Instructors at the area schools
Iowa Council of Local Administrators
Community College Vocational Technical Directors
IVA Board Members
Vocational Teacher Educators
Secondary Vocational Instructors

The numerical results of the surveys are presented by survey number A - O, showing N (number of total responses), R (Numerical Rank), % response, or $\bar{X}$ (mean) and $\bar{X}R$ (mean rank) where applicable. See pp

Significant survey results which influenced the development of the proposed ICDC model:

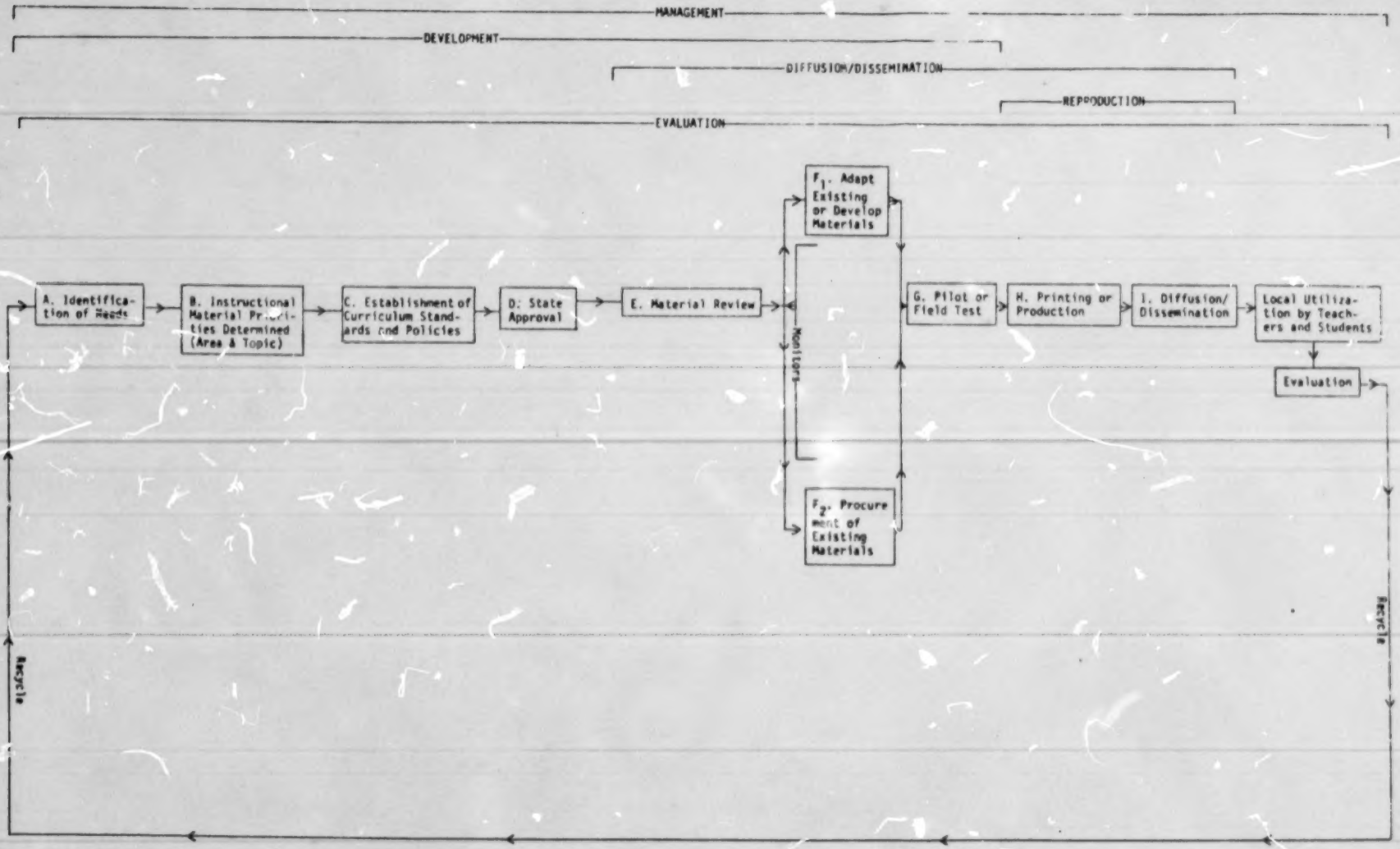
1. 57% of all respondents felt that:

   "The instructor should be able to choose materials from a basic core as recommended by a state curriculum committee made up of a similar program instructor".

2. Respondents <u>ranked</u> "Units of instruction, including objectives, job sheets, etc. as their # 1 consideration when choosing curriculum materials.
3. 75% of all respondents feel that they "would use parts if appropriate" in utilizing materials developed out of state.
4. 75% of the respondents were <u>not</u> aware of service available through NNCCVTE.

FIGURE 1

PROPOSED MODEL - CURRICULUM DEVELOPMENT AND MANAGEMENT FOR VOCATIONAL-TECHNICAL EDUCATION



5. Respondents ranked the following four services as their top priorities for an Iowa Curriculum Dissemination Center - ICDC:
   a) Collection and dissemination of information about available materials
   b) Collection and dissemination of information about curriculum development activities
   c) Response to requests for materials and information
   d) Curriculum in-service training
6. 96% of the respondents said they would use an Iowa Center.
7. 70% of the respondents said it is important to have a toll free telephone to the ICDC.
8. 95% of the respondents felt that once the curriculum center was established that the role of the Department of Public Instruction is as follows:
   "The State should provide each school with a basic core of instructional materials and allow individual programs to select necessary components for the locality".
   "Curriculum should be a local decision".

Implications of Findings
As Suggested by The
Advisory Committee
January 23, 1981

1. Definitely see a broadly based perceived support for the center, but more important faculty and groups would use it.
2. Safe to say people will use center, if it is available in accordance with the services listed in survey question I:
   (a) Collection and dissemination of information about available materials;
   (b) Collection and dissemination of information about curriculum development activity;
   (c) Curriculum needs assessment;
   (d) Coordination of curriculum development activity;
   (e) Field testing and evaluations;
   (f) Response to requests for materials and information;
   (g) Curriculum in-service training; and
   (h) Provision for technical assistance.
3. Communications/marketing - not control - is the key to center use. Users must <u>know</u> what resources and services are available, and how to use center.
4. People are asking for greater access for "hands on curriculum materials". I need what I can use <u>today</u>.
5. Instructors personnally wanted to develop or have a hand in developing their own curricular materials.
6. Educators do not want teacher education institutions, DPI, or a state mandated curriculum to which they are forced to subscribe.
7. Do not see this center as developmental or research in nature, will reduct costs, space and manpower.
8. Location should be neutral, unbiased to any population.
9. Inservice is a major function in dissemination and use of curriculum materials.
10. Center must have search capabilities plus the ability to generate hard copies.
11. Several plans need to be addressed as alternatives.
12. Any plan must link with:
    (a) NNVCC
    (b) MAVCC

13. Iowa must walk before it can run.
14. Support from all groups is not necessary to start and operate a center. Not all groups need to support.
15. Immediate availability is critical.
16. Variety of materials and services are needed.
17. Center must be independent and self contained
18. Regardless of available resources, Iowa must start something.

Note: This is a sample of the letter which was used by the Advisory Committee as they took the responsibility to survey their respective populations.

Dear

John Van Ast, at Iowa State University, is conducting a project for the State of Iowa to determine the need for a Vocational Curriculum Dissemination Center for the State of Iowa. Even though John has been selected to conduct this study, this does not mean such a center will be located at Iowa State University.

I am a member of the advisory committee to this project and I need your input as to how such a center can assist you.

I request that you complete the attached survey. The committee is sending these to a limited number of vocational educators in the state. So your input is critical. Room for additional comments are available at the end of the survey.

The committee anticipates a report to be sent to the Department of Public Instruction with specific recommendations by March 1, 1981.

Sincerely yours,

A. How much involvement should the classroom instructor have in the development of instruction materials (Select one only)

( ) The instructor should personally develop all the materials necessary for use in the classroom.

( ) The instructor should be provided a state guide and develop material from that guide.

( ) The instructor should be involved in the development of a state curriculum through committee activity.

( ) The instructor should be given all the necessary instructional materials from which he or she must teach.

( ) The instructor should be able to choose materials from a basic core as recommended by a state curriculum committee made up of similar program instructors.

B. During instructor's first three years of teaching, how many hours per week do they spend on developing "What" to teach?

( ) 4-8 hours

( ) 8-12 hours

( ) 12 or more

C. When considering new curriculum materials for revising or upgrading programs, what is the single most important format that is required of that materials? (Check only one)

( ) Teacher Guide

( ) Course Outline

( ) Program Description

( ) Student Guide

( ) Teacher Manual

( ) Learning Activity Packages (LAPS)

( ) Student Manual

( ) Other (identify) _____

D. Of these instructional materials that you review for use in the classroom, what specific components do you consider? Select four and rank order

( ) A list of objectives
( ) Transparency Masters
( ) Task analysis list
( ) Job sheets
( ) Tests and answers
( ) Specific or enabling objectives
( ) Instructional analysis or sequential learning outline
( ) Units of instruction including objectives, job sheets, etc.
( ) Performance objectives
( ) List of reference texts
( ) Other _____

E. What form of reference material do you use when personalizing or localizing material for your classroom? (Rank order)

( ) Magazines
( ) Textbooks
( ) Industry periodicals or bulletins
( ) Repair manuals or other manufacturer and shop manuals

F. How do you feel about utilizing instructional materials that was developed in another state? Select one only

( ) Would not use
( ) Would use parts if appropriate
( ) Would adopt totally
( ) Currently use parts
( ) Currently adopted all

G. How helpful has the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) been in your search for curriculum and instructional materials?

( ) Extremely helpful
( ) Have used on occasion
( ) Have not used
( ) Don't know what NNCCVTE is

H. Even though Iowa does not have a state level Vocational Curriculum Center, are Vocational educators aware that many, many curriculum materials, including units of instructional, transparancey masters, slides, film strips, are available on a cost recovery basis through the NNCCTVE?

( ) Yes

( ) No

I. A state vocational curriculum center can provide many services. Select four and rank order

( ) Collection and dissemination of information about available materials;

( ) Collection and dissemination of information about curriculum development activity;

( ) Curriculum needs assessment;

( ) Coordination of curriculum development activity;

( ) Field testing and evaluations;

( ) Response to requests for materials and information;

( ) Curriculum inservice training; and

( ) Provision for technical assistance.

J. Which of the following would describe an effective manager of a statewide instructional materials center? Select four and rank order

( ) Responds to requests for materials and information

( ) Facilitates curriculum inservice training

( ) Makes provisions for technical assistance

( ) Makes provisions for field testing of materials

( ) Conducts curriculum needs assessments

( ) Collect and disseminates information about curriculum activities instate and out of state

( ) Collects and disseminates information about available materials

( ) Establishes both inter-state and intra-state communications

( ) Orders and purchases instructional materials for you, from other sources on a cost recovery system.

K. If Iowa had a Vocational Curriculum Center, and provided those services in question I and J, would you use it?

( ) Yes

( ) No

L. Is it important that such a center have a toll-free telephone number?

( ) Yes

( ) No

( ) Makes no difference

M. Who should provide the main financial support for a Vocational Curriculum Center?

( ) LEA

( ) AEA

( ) Area Schools

( ) DPI

( ) Federal Agency

( ) Self Supporting

( ) Other _____

N. Where should a Vocational Curriculum Center be located? Please rank order

( ) DPI

( ) An area school/community college

( ) At a university

( ) At an AEA

( ) Other _____

O. When instructional material is being developed for use in vocational education classrooms, what should the state department responsibility be in the process? (Respond by checking one only)

( ) The state department should be totally responsible for all curriculum development including teacher and student material.

( ) The state should provide a course outline only.

( ) The state should provide each school with a basic core of instructional material and allow individual programs to select necessary components for the locality.

( ) The State should delegate all curriculum activity to regional or multi-state efforts.

( ) Curriculum should be a local decision

January 22, 1981

A. (Select one only)	N	R	%
1	32	2	18
2	23	3	13
3	19	4	11
4	2	5	1
5	99	1	57
	N = 175		

B. (Select one only)	N	R	%
1	63	2	35
2	71	1	40
3	44	3	25
	N = 178		

C. (Select one only)	N	R	%
1	11	6	6
2	83	1	46
3	19	3	11
4	7	7	4
5	12	5	7
6	22	2	12
7	11	6	6
8	15	4	8
	N = 180		

D. (Select four and rank order)	N	NR	$\bar{X}$	$\bar{X}$R
1	66	4	1.11	4
2	15	8	.14	9
3	58	6	.78	5
4	15	8	.13	10
5	66	4	.54	6
6	62	5	.78	5
7	93	3	1.30	3
8	142	1	2.27	1
9	108	2	1.47	2
10	42	7	.41	7
11	13	9	.19	8

E. (Select four and rank order)	N	NR	$\bar{X}$	$\bar{X}$R
1	150	3	1.76	3
2	156	2	2.44	2
3	161	1	2.46	1
4	140	4	1.72	4

F. (Select one only)	N	R	%
1	1	4	75
2	141	1	75
3	3	3	1.5
4	41	2	22
5	1	4	75
	N = 187		

G. (Select one only)	N	R	%
1	5	4	3
2	47	3	26
3	62	2	34
4	68	1	37
	N = 182		

H. (Select one only)	N	R	%
1	45	2	25
2	135	1	75
	N = 180		

I. (Select four and rank order)	N	NR	$\bar{X}$	$\bar{X}$R
1	151	1	2.76	1
2	92	4	1.21	3
3	51	7	.57	7
4	73	5	.80	5
5	39	8	.38	8
6	120	2	1.75	2
7	97	3	1.13	4
8	70	6	.64	6

J. (Select four and rank order)	N	NR	$\bar{X}$	$\bar{X}$R
1	111	2	1.82	2
2	85	4	1.04	4
3	61	6	.64	6
4	37	9	.34	9
5	40	8	.48	8
6	103	3	1.46	3
7	130	1	1.93	1
8	57	7	.65	5
9	72	5	.96	7

K. (Select one only)	N	R	%
1	177	1	96
2	7	2	4
	N = 184		

L. (Select one only)	N	R	%
1	130	1	70
2	9	3	5
3	47	2	25
	N = 186		

M. (Select one only)	N	R	%
1.	1	7	5
2	20	3	10
3	10	6	5
4	106	1	55
5	17	5	9
6	22	2	11
7	17	4	9
	N = 193		

N. (Rank order)	N	NR	$\bar{X}$	$\bar{X}$R
1	93	1	1.58	1
2	64	3	1.13	2
3	67	2	.98	3
4	52	4	.73	4
5	26	5	.53	5

O. (Select one only)	N	R	%
1	2	4	1
2	4	3	2
3	112	1	62
4	4	3	2
5	60	2	33
	N = 182		

5 ICDC SYSTEMS CONCERNS

a. The system must enable the proposed CDC to be a collecting point for all types of information related to vocational-technical curricular materials;

b. The system must be feasible for a staff of limited size to operate;

c. The system must facilitate the classification, sequencing, and evaluating of curricular information and materials;

d. The system should build upon and relate to established retrieval systems such ERIC, INFORMS, CNIR, AEA, and Business and Industry;

e. The system should make provisions for a wide range of instructional materials including films and other visual aids;

f. The system should provide for both manual and machine access;

g. The system should be compatible with present decentralized library collections;

h. The system must have as its central focus the providing of services to Iowa vocational educators;

i. The system must serve the following agenices and/or service areas:

teacher education
DPI
CETA
AEA
IVA
Business/Industry
Area Colleges
Correctional Institutions
Secondary schools

OBJECTIVES AND PROGRAM COMPONENTS

Recommended objectives and program components for the Iowa Curriculum Dissemination Center - ICDC.

1. To acquire appropriate documents, maintain a document bank and establish access to other relevant materials through cooperative efforts with related agencies and Vocational Education Service Areas.
   a. To develop and maintain an understanding of the mission of vocational-technical education curriculum dissemination systems nationally and in individual states.
   b. To establish and maintain a linkage with appropriate national and regional information systems.
   c. To acquire or maintain access to appropriate data and/or document banks.
   d. To establish and maintain a surveillance network which will assist in identification and input of significant Iowa materials into the national and state information systems.
   e. To establish and maintain a storage capacity for information not available through national systems which involves acquiring, selecting, abstracting, and indexing these materials (compatible with the national system).
2. To disseminate relevant materials that serve the needs of identified high priority user groups and individuals.
   a. To identify and classify user groups and determine priority ranking as recipients of dissemination activities.
   b. To determine significant problems of major user groups and resulting information needs.

c. To develop and maintain a search capacity for retrieval of information.

d. To serve users and user groups by:

1. Providing abstracts and bibliographies which assist the user with its identified problems and information needs.

2. Making significant resource materials (microfiche or hard copy) available to users within the state (or region) whenever needed.

3. Providing an active list of recognized consultants whom users can contact for assistance.

4. Providing information about new programs in the state and other exemplary programs.

3. To assist in the diffusion of educational concepts.

a. To provide educational seminars of courses on the use of the information dissemination system.

b. To develop and maintain linkages with user groups, particularly the high priority user groups.

c. To disseminate alternative concepts concerned with the problems, issues, or missions of identified user groups as a result of the linkages established with these groups.

d. To interpret and summarize results of research practitioners and decision-makers in high-priority user groups.

e. To develop capacity to serve individual users on an interpersonal basis.

f. To issue publications which fill a void and are designed to meet a need identified by a high priority user group. Examples are newsletters, abstract publications, information analysis products.

4. To develop a feedback system and an evaluation program.

   a. To establish a feedback system which obtains data on user satisfaction and system effectiveness.

   b. To develop an evaluation program which utilizes outside reviewers.

Types of Information

Technical subject mater materials

Lists of available references

Materials or techniques related to selecting, obtaining, maintaining, and processing equipment

Competency-based curriculum guides (Examples: VTECS, IDECC publications)

Occupational analysis of a specific area

Curriculum planning model or procedure

List of training aids (audio visuals)

Materials on working with disadvantage/handicapped students

Aids in avoiding sex bias/sex role stereotyping

Employment statistics (manpower data--demand, supply)

Other

Service Areas

Agribusiness Education

Business and Office Education

Distributive Education

Health Occupations

Home Economics - Consumer

Home Economics - Occupational

Industrial Arts

Trade and Industrial Education

Vocational Counseling

Other

Figure 2

EDUCATIONAL POPULATIONS SERVED

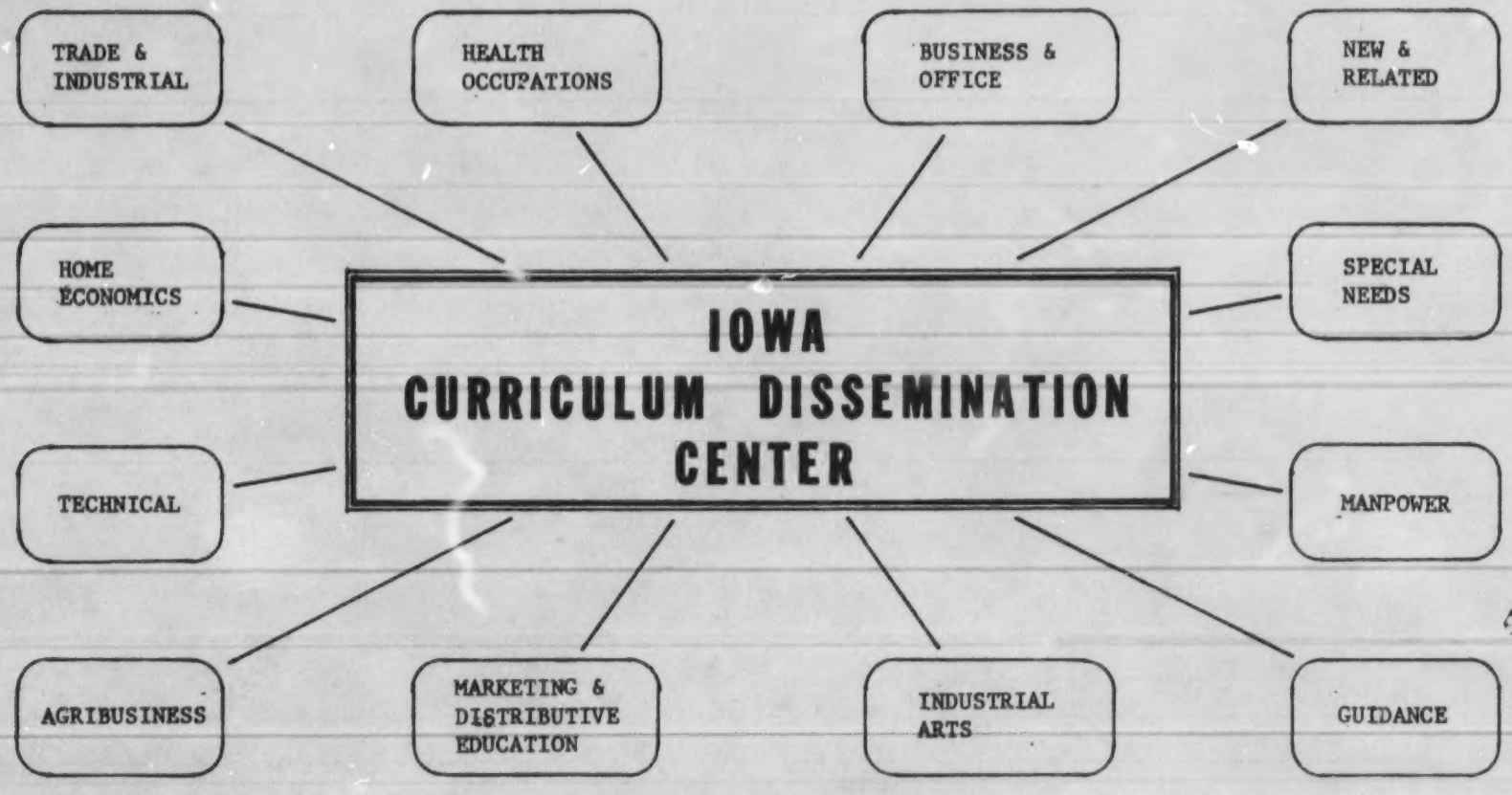
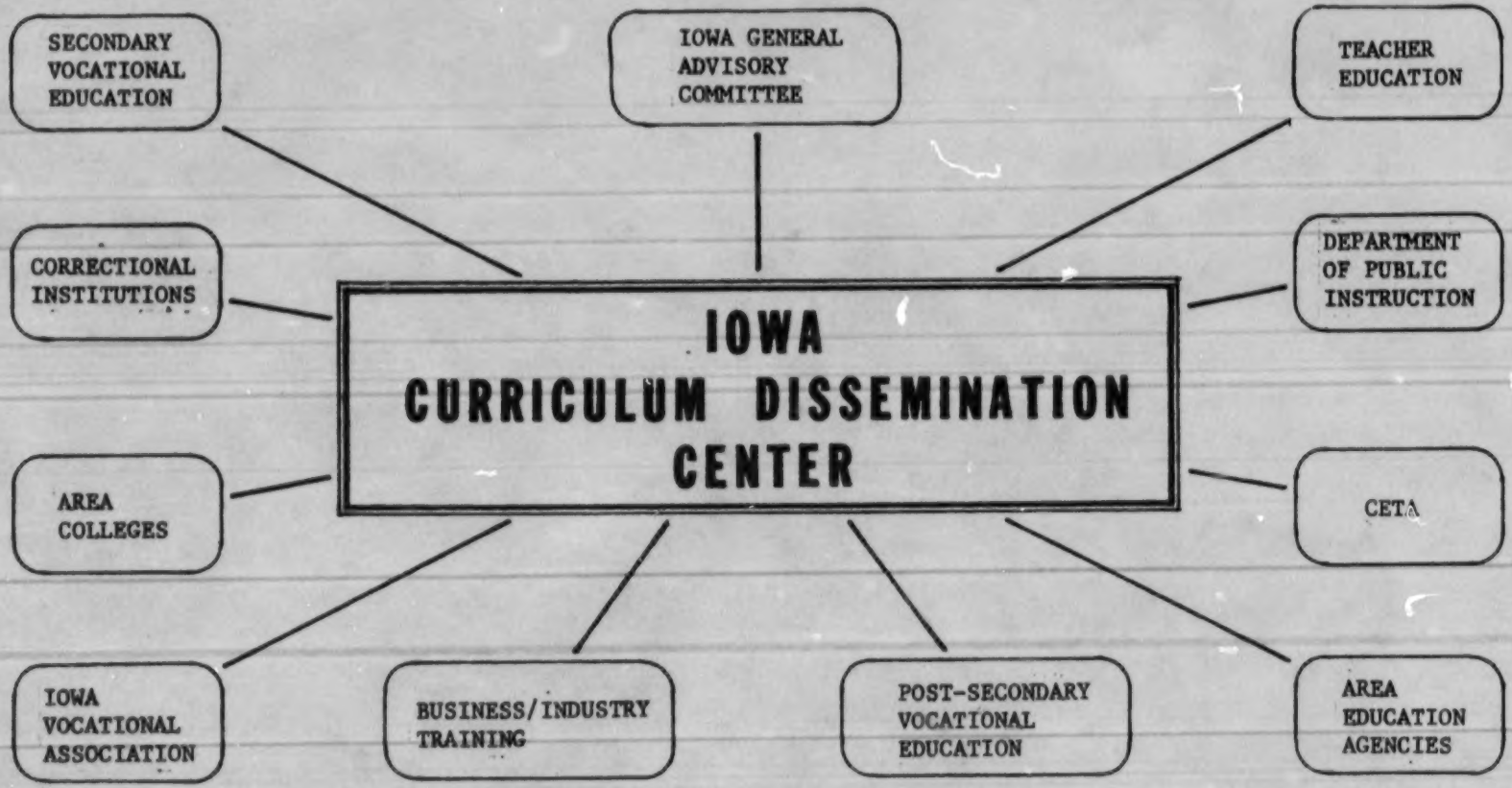


Figure 3

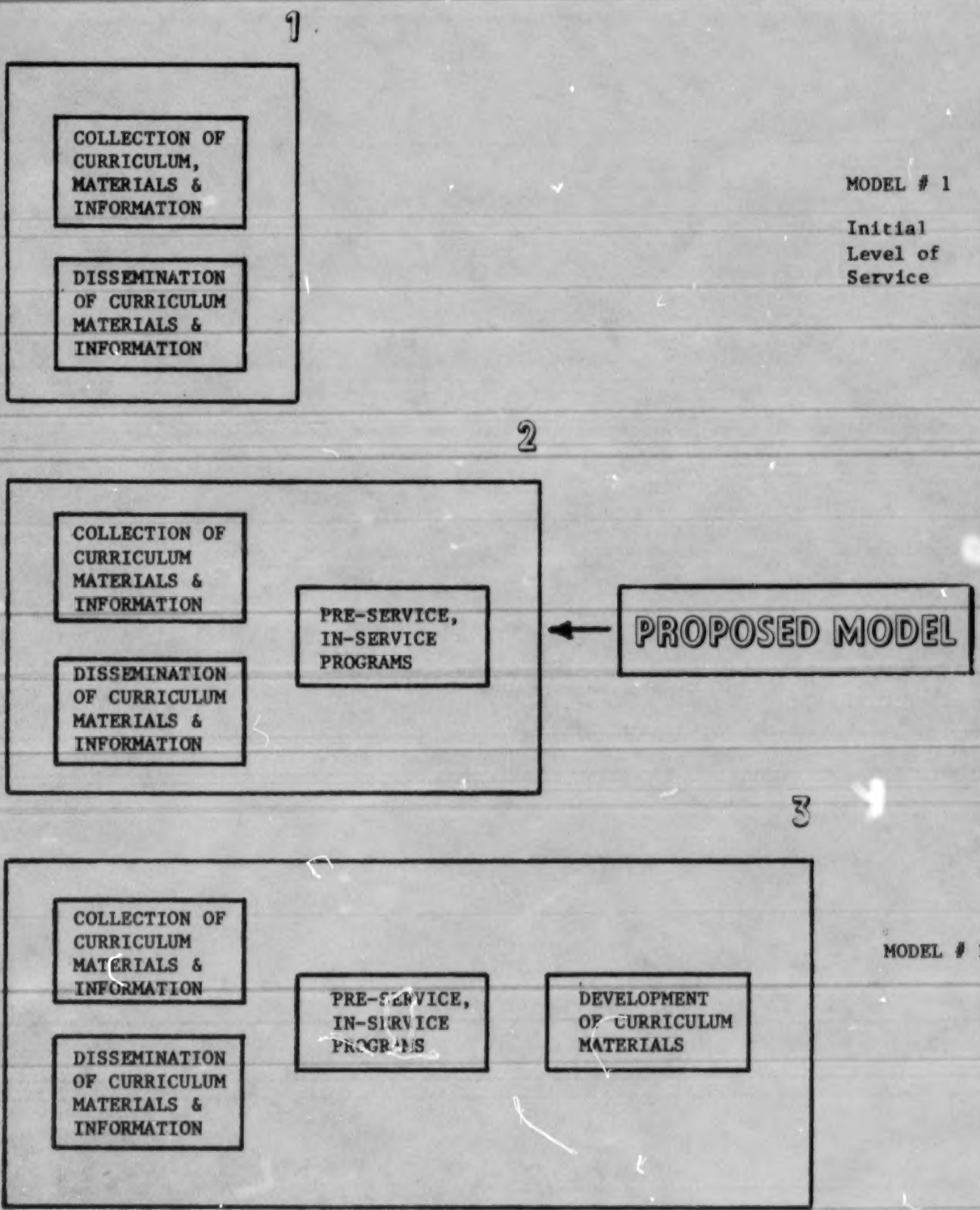
AGENCIES AND INSTITUTIONS SERVED



DELIVERY MODEL

Curriculum models varied from state to state. Very few were the same. However, three major models or modifications of these three surfaced. Figure shows the three models, and shows the selected model for the ICDC. It meets the objectives and functions. That section in this Research Report which addresses "Return on Investment" p 51 makes reference to those three models.

Figure 4


1
COLLECTION OF CURRICULUM, MATERIALS & INFORMATION
DISSEMINATION OF CURRICULUM MATERIALS & INFORMATION
MODEL # 1
Initial Level of Service
2
COLLECTION OF CURRICULUM MATERIALS & INFORMATION
DISSEMINATION OF CURRICULUM MATERIALS & INFORMATION
PRE-SERVICE, IN-SERVICE PROGRAMS
PROPOSED MODEL
3
COLLECTION OF CURRICULUM MATERIALS & INFORMATION
DISSEMINATION OF CURRICULUM MATERIALS & INFORMATION
PRE-SERVICE, IN-SERVICE PROGRAMS
DEVELOPMENT OF CURRICULUM MATERIALS
MODEL # 3

LOCATION CONSIDERATIONS

A. Criteria

It is recommended that criteria be identified for use in site determination. Those being the following:

1. Parking accessibility
2. Storage
3. Conference room space
4. Office space
5. Adequate open stack shelving space
6. Accessibility to the following:
    a. Printing services
    b. Copying services
    c. Loading and unloading space
    d. Transparency production
    e. Telenet capabilities
    f. Word processing services
    g. Mailing - both bulk and regular

B. Location

A possible course of action appears to be space on a consortia basis between the Des Moines Area Community College and AEA XI, with details to be finalized following more complete and concise conversations between all parties concerned.

It is important that the ICDC organizational structure provide a maximum of freedom for travel, in that the approval mechanisms not be burdensome; also, a freedom of budget restrictions is needed in that, once again, the approval process not become burdensome or time-consuming.

1. Site determination on the location of an information dissemination system should be upon the basis of:

    a) Location of high priority user groups, the dispersion or density of a user group, the number, level, and characteristics of their demands

    b) Proximity of complimentary information systems, or a comprehensive state information service

    c) Organizational structure of the sponsoring agency

    d) Statutory provisions within the state

2. In all cases the ICDC should be centralized in the primary location in order that expenses be reduced in the initial years of funding.

3. Placement of an information dissemination system within the total organizational structure should be at the point where the most effective information dissemination can be performed.

4. Decentralization of an information dissemination system should be based upon considerations of:

    a) Budget

    b) Cooperative efforts with agencies at other locations

    c) Level of service feasible

    d) Volume of information

    e) Urgency for information

    f) Frequency of use of materials

    g) Form of information

    h) Availability of other sources of information

    i) Identified multilevel functions

5. Storage and retrieval systems maintained at decentralized locations should be compatible with other decentralized locations, all under the direction of or coordinated by the headquarters staff.

Recommended Location - The Appeal of the Consortia

It would appear as if there are several options and/or alternative available to provide adequate housing for the Vocational Curriculum Center in Iowa. Des Moines appears as the logical choice for the Center with these two prime criteria being prevelant.

One: it is a logical choice in that it is geographically central to the state.

Second: with the Legislature and other governmental agencies, medical services, major business and industries, and cultural opportunities drawing individuals to Des Moines, it would appear a logical choice in that trips to Des Moines might become multi-purpose rather than singular in nature. Those alternatives listed for housing are included below.

A. The Department of Public Instruction

B. AEA XI

C. Des Moines Area Community College

D. Iowa State University

E. Des Moines Blood Bank

F. Consortia of AEA XI and Des Moines Area Community College

9 IMPLEMENTING SYSTEM

Implementing/Operation of the system

In the previous section, activities within the components of the model were reviewed in somewhat general terms; the identification of what, when, how the activity will occur and by whom is outlined below.

Activity	Procedures	Responsibility
A. Planning the System	Review Project Reports	
	Assess needs, clientele to be served - Conduct survey of potential users - Discuss needs with State VO-ED administrators - Secure advice of experienced consultants - Observe existing systems in other states	
	Secure approval of Center Plan for hiring Set up plan for the broadly representative Advisory Council	
B. Organizing the System	Hire Contact and constitute Advisory Council	
	Develop staff job descriptions Outline duties and responsibilities Develop announcement, hiring, training, and evaluation policies Delineate line and staff relationships Locate and hire staff	

Activities	Procedures	Responsibility
B1. Organizing the System (continued)	Develop Center Facilities - Decide on Center Location - Secure facilities, equipment, and supplies	
	Develop procedures and policies for operating the system - Review the system model; modify as needed - Develop a Policies Handbook - Develop a time/activity line (schedule)	
	Put the system into operation Conduct a trial run of procedures Modify procedures as indicated	
	Install the system Communicate the system to vocational personnel	
B2. Develop competency strategies for implementing	User group services - Searching activities for users - Provision of access to materials, equipment facilities and/or provision of microfiche and/or hard copy - Education activities for users - Field visitation to user groups - Referral services - Current awareness activities	
	Surveillance system for educational programs and information materials existent within the state Acquisition of materials Processing materials Evaluation	

Activities	Procedures	Responsibility
C. Acquiring Materials	Develop a comprehensive strategy to identify and secure every possible item needed - Contact all public and private curriculum units - Utilize computerized systems/ technology - Advertise for available materials - Send for free/review copies - Include audio-visual materials - Utilize existing collections - Review materials under development - Secure input from Advisory Council - Invite gift and exchange materials Types of information - Technical subject matter materials - Lists of available references - Materials or techniques related to selecting, obtaining, maintaining, and progressing in equipment - Competency-based curriculum guides (Examples: VTECS, IDECC publications) - Occupational analysis of a specific area - Curriculum planning model or procedure - List of training aids (audio visual) - Materials on working with disadvantaged/ handicapped students - Aids in avoiding sex bias/sex role stereotyping - Employment statistics (manpower data demand, supply) - Other	

Activity	Procedures	Reponsibility
D. Processing Materials	Screen all arriving items for duplicates/ value	
	Assign identification number	
	Evalute and classify - Use appropriate review form - Assign classification numbers	
	Index/catalog into the system - Type master index information into microform form review form - Call for catalog, index cards, micro-fiche copies for satellite libraries	
	Send materials to storage/files evaluate existing materials	
E. Storing/ Filing Materials	Arrange filing/storage for ease of retrieval - Utilize consultants for arrangement - Consult books on the subject	
	Arrange by USOE code classification (or consecutively by number if space is a problem)	
	Maintain current catalog of materials on hand	
	Maintain duplicates or microform copy if feasible	
F. Retrieving Materials	Develop user products - Catalog (annual and quarterly updates) - Announcements - Guides to visitors, inquiries - Reports - Others if needed	
	Set up a procedure for handling request by mail and telephone - Use standard request form - Secure feedback - Keep records	
	Provide loan service (schedule, send, etc.)	
	Provide browsing service with staff assistance (and control)	
	Provide for reproduction of materials at reasonable cost recovery	

Activity	Procedures	Responsibility
F. Retrieving Materials (continued)	Conduct computer searches Conduct user orientation programs Conduct tours for visitors	
G. Evaluation of the System	Appraise Center staff annually Arrange for evaluation of user feedback Periodically evaluate: - Focus - Implementation Procedures - Use of resources - Effectiveness Consider: - Number of users - Number of documents secured - Number/quality of reader source - materials disseminated - Contact with other agencies	

10 STAFFING

According to the proposed Iowa Curriculum Dissemination Center model the ICDC Director will be responsible for managing the center. The ICDC Director has administrative responsiblities for managing the following:*

a) Planning the System

b) Organizing the System

c) Acquiring Materials

d) Processing Materials

e) Storing/Filing Materials

f) Retrieving Materials

G) Evaluation of the System

Once established, the Iowa Curriculum Dissemination Center is envisioned to expand services to include a film loan system, and an information product (catalog, guides, etc.) dissemination component, as well as collection classification, storage, and retrieval functions. Thus a staff will be needed to operate the initial and expanded program. It is anticipated that the staffing plan will be fully implemented over a period of three years as demand for services increases. Projected staff positions, their major functions and qualifications are as follows:

Director of ICDC

Duties: The Director of the ICDC will assist the ICDC in carrying out its reponsibilities, including: (1) maintaining close liaison with all personnel in the State Department with vocational curriculum concerns, institutions of higher education, and local, regional and national educational agencies, and (2) responsibility for coordinating all activities outlined in the description of the ICDC outlined on pp However, the Coordinator's responsibilities will not be limited solely to those outlined activities.

* see pp 7-14 for additional details

Qualifications of Director

1) Graduate Degree in Vocational Education and/or Curriculum
2) Documented curriculum development experience
3) Demonstrated leadership in Vocational Education
4) Be knowledgeable about the state system of Vocational Education in Iowa

ICDC Support Staff are:

1. Search and Utilization Specialist

2. Communications Specialist

Position	Functions	Qualifications
1. Search and Utilization Specialist	Develop strategies for locating materials in the system Perform searches for users Assist with information publications Refer users to satellite libraries/sources Operate the film loan program Acquire materials developed in-state and out-of-state which are appropriate for the system Implement the system of processing materials Supervise clerical workers involved with processing	Masters degree in library Science or information science Experience in library and information systems Computer science course-work and experience Knowledge of vocational education Ability to deal effectively with users

(continued)

Position	Functions	Qualifications
	Maintain contacts with decentralized collections of vocational curriculum materials Supervise filing and storage of vocational curricular materials	
2. Communications Specialist	Manage purchasing of materials not available on a free or exchange basis Type letters and reports File correspondence, financial information, curriculum materials Store curriculum materials Serve as receptionist Operate keypunch Assist with material research	Secretary Specialist Certificate or Administrative Secretarial Diploma Three years related work experience in communications

COUNCIL FUNCTIONS

Functions and Responsibilities of the Iowa Curriculum Dissemination Center Council - ICDCC

The ICDCC is chaired by the Director of the ICDC and is the decision making body who ultimately makes recommendations to the ICDC Director. Other members shall include representatives of those populations and agencies served by the ICDC.

This body will be the decision-making body for the ICDC. The on-going function of the ICDCC is to monitor the total curriculum operation and management process, establish standards and policies, review and approve developmental plans and specifications, establish priorities, allocate resources, review all evaluations for decisions and action, and evaluate.

The initial function of ICDCC will be organizing itself and establishing policies and procedures. Policy considerations to address will involve: (1) duties; (2) procedures for conducting meetings; (3) criteria for decision making; (4) establishing periodic meetings; and (5) procedures for calling meetings.

The second phase for consideration by the ICDCC will be to the goals and specific objectives for operating the ICDC. These goals and objectives will determine the direction for the system and will provide the basis for evaluating the total system.

The ICDC council's membership will be made up of individuals representing those institutions shown on the chart entitled "Agencies and Institutions Served"

see page 32

These agencies and institutions are:

1. Iowa General Advisory Committee
2. Secondary Vocational Education
3. Correctional Institutions
4. Area Colleges
5. Iowa Vocational Association
6. Business/Industry Training
7. Post-Secondary Vocational Education
8. Area Education Agencies
9. CETA
10. Department of Public Instruction
11. Teacher Education

The council will number eleven in addition to the ICDC Director. The council may at their decision form committees to address council functions and concerns. Membership to such committees may include membership from the council and/or from outside the council. Such committees shall have council representation where the council member will serve as council liaison and may also serve as chairman.

Council membership shall be three years in length. A method for replacing membership so that only one-third of the council is replaced each year shall be established by the first ICDC council meeting.

All meal functions and lodging expenses relating to council functions shall be reimbursed by the ICDC to the council members. Other reimbursement shall be defined in the ICDC Policy Handbook.

The ICDC Council make-up will be determined once the ICDC gets the go ahead for the Department of Public Instruction. The Council will in addition to its previously defined duties, utilze the ICDC Personnel Assessment process defined on p. 95 of this report in order to evaluate the performance of the ICDC Director and the ICDC annual plan of action.

FINANCING...TOWARDS SELF SUPPORT

As a result of a review of the recent literature, visitations to Curriculum Materials Centers in Kansas and Oklahoma, in conversations with directors in other states, it would appear as if there are several systems and/or concepts under which the financial base of support might be approached. They are listed below, not in rank order, but simply for consideration purposes only.

A. State Legislative Appropriation

B. Consortia of Interested Educationally-Related Institutions, such as Area Schools, AEA, LEA's Area Planning Councils, Consolidated Youth Programs, Correctional Institutions, Teacher Education Institutions, and/or a combination of any of the above.

C. Direct Grant from Private Sector

D. Identification of Appropriate Federal Dollars

E. Teacher Education Institutions

F. Self-Supporting

G. Iowa Vocational Association

H. Business and Industry Support

It would appear from an examination that some of these bear greater opportunity than others in that the monies available are considerably larger and the access to them quicker and more direct.

Recommendation

Vocational Education monies-curriculum and research-through the Department of Public Instruction shall be used as a means of primary support.

That a three year exemplary project be conducted to implement the functions (objectives) of the ICDC.

A. First year expenditures should be 100% DPI Research and Curriculum dollars

B. Second year expenditures should be 70% vocational education monies - DPI - and 30% self-support

C. Third year expenditures should be 40% vocational education monies - DPI - and 60% self-support

At the end of the third year, funding for continued operation should be based upon the Center becoming a private non-profit foundation operated organization - with only the cost of the ICDC Directors salary and fringe benefits coming from the Department of Public Instruction.

The ICDC will compete for Government and private - business and industry - contracts which are consistant with its goals and objectives, and the approval of the ICDC Council.

RETURN ON INVESTMENT

Access to, and utilization of curriculum and instructional materials and associated benefits.

I. No Center Access and utilization is restricted by knowledge about services. Our survey indicated that 79% of the instructors and 70% of the curriculum developers in Iowa were unaware that the NNCCVTE existed or what services are offered. Information is supposedly funneled through directors and supervisors; 74% of them reported lack of knowledge about NNCCVTE and its activities.

AEAs were reported to constitute the dissemination system for Iowa; they represent, and for all intents and purposes, restrict their services to public elementary and secondary programs. This effectively shortchanges services to the universities, area colleges, and private vocational programs--a significant share of vocational education. In addition, the 15 AEAs are governed by 15 boards which service only their individual constituencies. It is virtually impossible under these conditions to maintain the same high level of services in all the areas, if for no other reason than the varying philosophies of the Boards of Directors.

Teacher education programs vary in their support of the NNCCVTE and MAVCC. Agriculture Education seems to devote more attention to the national services and consortium. Pre-service programs seem to better inform their students about locating and using curriuclum materials. The exception in the in-service programs is the New Teacher Workshop for first-year instructors at the area colleges.

When obtaining materials from NNCCVTE and MAVCC, an Iowa vocational instructor can expect that delivery will take five days to three weeks. The time frame holds for either preview or purchase.

Sales of Oklahoma Curriculum and Instructional Materials Center (CIMC) and MAVCC into Iowa are running about $16,000 per year. Since there is no centralized curriculum dissemination center for Iowa, these sales are direct retail rather than wholesale to the Iowa center and then retailed on to Iowa programs. Our profit, then, from these sales, as well as sales by other vendors such as Texas, Florida, Mississippi, and V-TECs, is $0!!

II. ICDC - Model A

An Iowa Curriculum Management Center would be expected to have a good collection of curriculum materials on hand (on consignment, initially). A phone call or visit (an option not readily available when dealing with CIMC or MAVCC in Stillwater, Oklahoma, or V-TECs in Atlanta, GA) provides immediate access to the materials on site. Delivery time would range from pick-up to three days. For those materials not available on site, the delivery time would vary from five days to three weeks.

I/A Anticipated Savings on Income per Year $39,000

Our neighbor states in the Midwest Region have saved, on the average, in excess of $116,000 each, over the last three years by adoption/adaptation of curriculum coordination center identified materials. We could be expected to achieve such savings (probably greater) if we had a curriculum center to channel requests to the CCC.

Sales records by CIMC and MAVCC indicate that Iowa programs spend approximately $16,000 per year for their materials. If we had a center, CIMC and MAVCC have indicated that the center could purchase the materials at 60% of retail, resell to Iowa programs and reap a 40% profit--or approximately $7000 per year--to act as the middle-man--at no additional cost to Iowa curriculum materials' customers.

$7,000

In the years for which specific curricular activity has been reported, 1979, and 1981 the activity was concentrated in high school agriculture and home economics, power line technician (private industry) and a smattering of other areas. These activities appear as the result of influence by a few teacher educators. A center which spent full-time informing all vocational teachers and servicing their inquiries could

$28,000

be expected to open the availability of materials issue to at least four times as many educators and thus, conservatively, quadruple Iowa sales of CIMC and MAVCC materials.

III. ICDC - Model B

The value of such a Center which is realized in a Model A environment would be substantially improved in a Model B environment. Pre-service and in-service programs are key to the utilization of Center services for information and materials, as well as sales of materials, could be expected to at least double (from an estimated $78,000 to more than $150,000 per year). This would in turn, provide an additional fiscal based for Center operations and services.

IV. ICDC - Model C

The Model C environment introduces curriculum and instructional materials development. In such an environment, the Iowa Center would realize the full profit on the sale of its materials, thus solidifying the financial base of the Center and its ability to provide collection, dissemination, and pre-service/in-service services.

MAVCC and CIMC represent but two of the sources which would wholesale materials to an Iowa Center for resale. Florida, New Jersey, Mississippi, Texas, and V-TECs are potential vendors. Profits realized on sale of

$50,000
$78,000 sales

their materials could easily exceed $50,000.

These are dollars and cents achievements which could be realized or exceeded within three years of the establishment of a center. The best indicators we have of probable financial success of such an enterprise are the istories of the centers in our region. The Oklahoma CIMC has grown in seven years to a sales volume of well over a $1,000,000 last year and anticipating sales in excess of $2,000,000 this year--and we're predicting annual sales (after three years) in the $200,000 range (which is substantially behind the CIMC sales volume after three years).

Development of Instructional Staff

I. No Center The bulk of the development of the state's vocational instructional staff, with regard to curriculum materials development and utilization, currently comes from four sources:

a) Teacher educators pre-service

b) New Teacher's Workshop (area schools)

c) Teacher educators in-service (secondary

d) Teacher supervisors

To a large degree these efforts are not articulated. Often, gaps appear in the plan. For instance, the New Teacher Workshop includes instruction on the development and application of curriculum materials. However, not all vocational instructors have the opportunity to go through the New Teacher Workshop--only newer area school personnel. Most area school personnel begin their teaching immediately on arrival from industry--they do not have the advantage of a pre-service program as do many secondary instructors. Some of the pre-service advantage to secondary instructors is lost in the inconsistancy of the curriculum development, and the same can be said for the in-service offerings.

Finally, many if not most of the teacher supervisors are products of this system. Thus, they, as a groups, are not a reliable resource for adequate staff development for utilization or development of curriculum and instructional materials. The lack of a center, then, leaves a series of vacuums in the area of articulated, comprehensive development of staff.

II. ICDC - Model A

The knowledge that such a center exists will spur a certain amount of staff development with regard to the location, importation, and utilization of curriculum materials. Many of the vocational instructors are themselves sophisticated enough as self-learners to devise and guide their own development. Many of those who are not so sophisticated will at least be able to locate adequate staff development resources to care for their needs. Still, a Model A environment will fall far short in the staff development area.

III. ICDC - Model B

One single problem which would be substantially reduced in Model B environment is the turnover of instructional staff. A chief reason for the turnover of first and second year vocational teachers is the curriculum material shock--"There's an awful lot of being a.... where do I start?....and whatsa behavioral objective?" Many new teachers are simply overwhelmed by the task of dealing with the WHAT TO TEACH and have little time and energy left to deal with HOW TO TEACH. The pre-service/in-service program of the Model B environment will have a significant effect in offsetting the serious annual losses in the area of staff turnover.

It is estimated that each year $2000 to $3000 is expended in replacing first and/or second year staff who could not survive the shock. In addition, there is an immeasureable loss of continuity and quality in the instructional process/product. A Center function for pre-service/in-service should be able to increase the number of teachers who survive--thus rewarding vocational education two ways:

a) High success rate by those who choose to enter the teaching field thus making the teaching profession more attractive

b) Reduced costs for replacements

- Recruitment
- Training

MAVCC MEMBERSHIP

The Mid-America Vocational Curriculum Consortium officially began on February 1, 1975. MAVCC began with nine states, and since that time, two states have joined the total membership.

Since MAVCC was organized, Missouri has contributed $65,000 to the consortium (through January 31, 1981).

Curriculum Production by Year

1975 Occupational Child Development
1976 Agriculture Sales and Services
1976 Food Service: Production and Service
1976 Snowmobile Repair
*1976 Automotive Emission Control
1977 Comprehensive Small Engine Repair
1977 Motorcycle Repair
1977 Outboard Repair
1977 Diesel Engine Mechanics
1977 Air Conditioning and Refrigeration, Book One
1977 Air Conditioning and Regrigeration, Book Two
1978 Residential Wiring
1978 Lawn and Garden Equipment Repair
1978 Chainsaw Repair
1979 Automotive Emission Control (Revised)
1980 Basic Electronics
1980 Air Conditioning and Regrigeration, Book Three
1980 Residential Plumbing
1980 Hydraulics
1981 Air Conditioning and Refrigeration, Book Four

*Automotive Emission Control was originally given to MAVCC by Colorado. Not including this document, 19 publications have been written in six years. In addition, the writing of the Drafting (two volumes), Graphic Arts (three volumes), and Semi-conductors curriculum are complete and Information Processing is being field tested.

MAVCC disseminates materials to Missouri through sales to the University of Missouri Instructional Materials Laboratory. A total of $59,848.24 in materials have been sold to Missouri. Sales, by year, are as follows:

1975	$ 3,246.52
1976	4,142.59
1977	18,699.01
1978	5,835.99
1979	8,940.75
1980	18,983.38
	$ 59,848.24

Membership Benefit Examples

1. In-service assistance is available from the MAVCC staff. At this point, this service has been provided at least yearly. This service has been provided to the local level, the state vocational conference and to classes at the University of Missouri. The MAVCC materials have been displayed at the vocational conferences by the IML staff although this service was also available from the central staff.

2. Missouri is afforded the opportunity for input into the development of manuals through teachers serving on committees and an opportunity to impact upon policy, direction and curriculum priorities by being represented on the MAVCC Board of Directors.

Travel and per diem paid to Missouri committee members and board members are reflected below. The total represents a return to Missouri of nearly 20% of the total amount of dues paid.

	Committee	Board	Travel
1975	1,003.67	274.83	1,278.50
1976	2,753.09	694.20	3,447.29
1977	1,851.96	352.10	2,204.06
1978	547.50	272.00	819.50
1979	769.23	351.00	1,120.34
1980	2,441.23	779.25	3,220.48
Total	$9,366.79	$2,723.38	$12,090.17

3. Nineteen publications have been written and published during the six year period. In addition, seven others are nearing completion with only final typesetting and artwork remaining to be finalized. By sharing developmental costs with other states, Missouri's average cost per publication is $2,500.00 based on $65,000.00 dues paid.

Based on the MAVCC expenditure statement for the year ending June 30, 1980, the cost of producing nineteen manuals was $305,708.56 or an average of $16,089.92 per manual. These figures reflect some measure of what it could have cost Missiouri should the same effort have been undertaken independently.

From an accounting point of view, the value of the Missouri membership in MAVCC is as follows:

Manuals in use (This figure was determined by multiplying the total Missouri sales times three, the average mark-up on books to non-member states)	$179,544.72
1/11 of Curriculum value (based on developmental costs)	27,791.69
1/11 of existing inventory (January 1. 1980)	13,900.00
Total	$221,236.11

4. Membership in MAVCC has provided access at a reduced cost to thirteen other publications which were developed in New Mexico and Colorado. These were given to MAVCC by these states so that MAVCC could serve as the central distribution agency to them.
5. Over 75 copies of MAVCC products have been provided complimentary to the state of Missouri and the teachers serving on committees.
6. Thirteen MAVCC curriculums have been or are in the process of being evaluated. Several Missouri educators have been involved in this process.
7. Through membership, Missouri jointly owns the copyright to all MAVCC publications, therefore, Missouri has access to a camerready copy which could be used for printing.
8. Technically, 9.09% of the MAVCC inventory belongs to Missouri. This represents a relatively small investment to serve Missouri's needs. As of January 7, 1981, Missouri's share of the inventory was valued at $13,900.00. Obviously, the inventory fluctuates due to new product completions, etc. The following reflects inventory information:

DATE	MATERIALS IN INVENTORY	TOTAL COST
6/30/76	Two manuals in inventory	$ 9,934.51
4/30/77	Seven manuals plus binders and transparencies	28,680.53
6/30/78	Eleven manuals plus binders and three sets of transparencies	21,607.64
6/30/79	Twenty-six manuals plus binders and transparencies	97,254.44
6/30/80	Twenty-seven manuals plus binders and transparencies	111,655.78
1/1/81	Twenty-nine manuals plus binders and transparencies	153,000.00
2/15/81	Thirty manuals plus binders and transparencies	125,000.00

Additional information will be furnished upon request.

CURRICULUM AND CLASSIFICATION SYSTEM

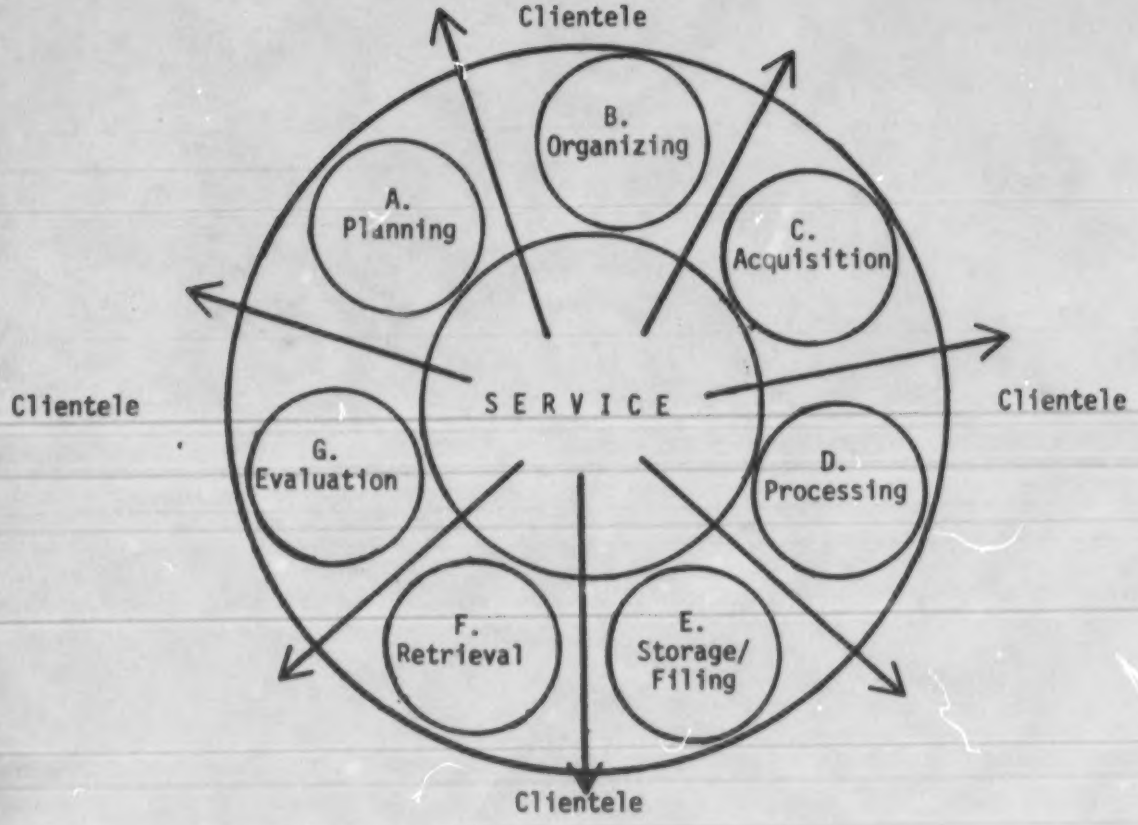
The proposed conceptual/operational model and system for classifying, sequencing, systematizing, and evaluating curricular information and materials in vocational-technical education is developed around the following major components:

A. Planning
B. Organizing
C. Acquisition
D. Processing
E. Storage/Filing
F. Retrieval
G. Evaluation
H. Service

Figure 5 illustrates the conceptual/operational model developed for classifying, sequencing, systematizing and evaluation information and materials in vocational-technical education.

FIGURE 5

VOCATIONAL CURRICULUM CLASSIFICATION AND RETRIEVAL SYSTEM



A. The Planning Component

The first and certainly one of the most crucial components of the model for a comprehensive vocational curriculum classification and retrieval system is planning. It is necessary that the planners understand the background which promulgated the establishment of the system. The planners should start with the study which indicated the need. see pp 15-26 They should then analyze the environment, looking at the subject coverage, needs to be served, and potential clientele. The planners should conduct an extensive survey of potential users, discuss the proposed system with executive officers in vocational-technical education, seek advice from outside specialists such as those operating similar systems, utilize consultants and submit a precise proposal for support of the system.

Once the decision has been made to proceed with establishing the retrieval system, operational plans must be made regarding implementing and conducting the system. This process can be expedited by immediately hiring the (a) Search and Utilization Specialist and the (2) Communications Specialist,who will be responsible for operation of the curriculum classification system.

The make-up of such a classification system shall include specialists in the area of classification and retrieval systems. The seven member committee should include one representative each from:

1. Business and Industry
2. NNCCVTE
3. AEA
4. Area Schools
5. ISU/UNI or U of I
6. DPI
7. Local High School

B. The Organizing Component

1. Establishing the advisory council and hiring the Search and Utilization Specialist to manage the system.
2. Developing a staff organization.
3. Establishing a vocational curriculum resources center.
4. Selecting procedures and policies for operating the classification and retrieval system.
5. Clarifying the relationships of the ICDC system with local, state, regional, and national systems.
6. Installing the system.

C. Acquisition of Materials

The entire process of developing a collection, including locating, selecting and procuring documents and other curricular materials, makes up this component. Policy relative to acquisition is determined by the present and anticipated mission and user needs for the system. In order to secure the necessary materials, several things are needed:

1. A broadly based, aggressive effort, contact with every possible source; a knowledgeable, vigilant searcher.
2. A stringent selection policy based on criterion which will effectively screen out non-pertinent, low-value, or duplicate materials--thus controlling cost, size and quality of the collection. Curriculum "packages," books, periodicals, government (U.S., foreign, state, local) documents, technical reports, dissertations/theses, commerical reports/trade literature and audio-visual materials (e.g., tapes films, slides, diagrams, charts, photos, models, etc.) are the kinds of materials appropriate to the search.

Personnel responsible for acquisition should determine what is available by utilizing the following:

1. Existing collection(s) and materials being generated
2. Catalogs from publishers
3. Bibliographies
4. List of materials
5. Compilations of curricular materials
6. Advice from the Advisory Council
7. Observations of other vocational curricular libraries
8. Requests for publishers to submit material of approval
9. Subscriptions to a publishers' ordering service
10. Invitations for gifts or exchange materials
11. Contractual services of a reputable publications jobber

Once identified and "selected in," the materials should be secured following state purchasing/order policies. This ordering can often be expedited by placing orders through an established library or jobber, and/or using automated systems. Proven good practices in ordering, such as are found in standard library texts, should be followed. This process can be expedited by utilizing such improved materials as multiple-layer, pressure-sensitive order forms.

D. Processing

The processing component involves the evaluation, classifying, indexing, and cataloging of curricular materials. (Classifying is defined as placing the documents or materials together in a preestablished organization scheme; indexing is providing a locator device to help retrieve an item; cataloging is recording what is available.)

When material is first received, preliminary screening should be done to see if it is already in the system, if it is of transitory value or non-pertinent, and should not, therefore, be held for further processing. If it is to be retained, an identification number unique to the item should be assigned. The material should then be set aside for evaluation.

The Search and Utilization Specialist is responsible for the materials evaluation effort; however, experienced vocational teachers or other consultants should be utilized. A task force of three to five reviewers acting independently and then using defined criteria can reach a consensus using the Delphi Technique.

Once evaluated, the material should then be classified, indexed, and cataloged. The mechanized COM (computer output microfilm) system is recommended. This is a process in which documents are recorded in a machine-readable format onto microform (microfiche or microfilm). Advantages to the system are:

1. No limit on lines or items
2. Only one operation is required
3. Multiple forms of output are available, including user catalogs, printouts of topics search, manual index cards, duplicate microform, manual searches, automated inventory control, machine ordering, etc.

Because microfiche readers are less than one-third the cost of microfilm readers, and are already available in many areas, it is recommended that the COM catalog be placed on microfiche format.

E. Storage/Filing

The physical arrangement of the curriculum material collection must facilitate ease of retrieval. Arrangement in technical libraries may be by classification, form, or sequence of acquisition. Using the COM technique and the index format suggested, see figure 6 p. 66 materials may be filed in several ways.

FIGURE 6

VOCATIONAL-TECHNICAL CURRICULUM INDEX FORMAT

Coding:

Item Identification Number (sequenced as materials arrive)

USOE Code Classification (10 Digit Code)

ERIC System Identification Number

Library of Congress Identification

Other Systems Identifiers

Biographical Data:

Title

Author(s)

Publisher, Address

Year Developed/Revised
(Location(s) in Alabama)

Packaging/Cost

Form of Material (Book, film, etc.)

Abstract/Description

ERIC Descriptors

Occupational (Service) Area

Target Grade Level

Readability Grade Level

Analysis for Bias

Special Needs Adaptation/Groups

Quality Rating

Reviewer Comments

If space is a major consideration, filing should be by item identification number (in consecutive order of acquisition); the best overall system would be by USOE code classification. The files/storage should be open to access by users, but under supervision of the staff.

This, too, will be facilitated by the COM capability, which frees staff for consulting assistance. A back-up system of microform reproduction of documents should be considered to reduce loss from wear and/or disasters.

F. Retrieval

Locating and securing material from storage in the ICDC will be facilitated by COM. Visual searches may be made of the index microform or computer searches may be run on the collections. Major retrieval will likely result from inquiries through personal visits, letters or telephone. If the request is made in person, center staff should counsel and assist the individual to locate materials needed. An inquiry/reply form, see p. 69, should be used for all inquiries - phone, letter, or personal visit. Records should be kept of each activity for later accounting and for material control. The system should provide materials on loan and reproduction of documents at cost-recovery plus 15% rates. Consultation and other "reader services" (brochures, catalogs, etc.) should be provided free of charge.

G. Evaluation

The final component to the ICDC model is evaluation, which involves appraisal of the service by the staff, and periodic review by external groups such as the ICDCC or other advisory committees. The latter should involve the use of empirical as well as objective data. Factors to be evaluated should be:

1. Focus of the system
2. Implementation of the model
3. Efficient use of resources
4. Program effectiveness

FIGURE 7

INQUIRY/REPLY FORM* 69

Inquiry Control No. _____

1. Date Inquiry Received _____
2. Form of Inquiry: Letter ☐ Phone ☐ Visit ☐ Other ☐ _____
3. Inquiry Addressed to: Institution _____

   CDU ☐ _____ Vocational Curriculum Resource Center ☐ _____

   Individual ☐ _____
4. Reply Requested Within _____ Not Specified ☐
5. Analyst Assigned _____
6. Answer Approved by _____
7. Time Spent on Reply by Staff _____ Clerical _____
8. Date Reply Sent _____
9. Inquiry Identity-Organization _____
10. Address _____
11. Individual _____ Title _____
12. Phone _____ Date of Inquiry _____
13. Inquiry Abstract _____

    _____

    _____
14. Remarks _____

    _____

    _____
15. Date Source _____

    _____

    _____
16. Remarks (Include feedback, if any) _____

    _____

(Use Other Side of Sheet if Necessary)

*Adapted From: A. M. Weisman Information Systems, Services and Centers, p. 88.

Quantitative indicators of effectiveness are:

1. Number of users served
2. Number of documents secured
3. Number of consultations given
4. Number and quality of "reader service" material disseminated

The Center staff should be evaluated annually by the ICDC Director and the ICDC Council. The resources of the RCU can be utilized for evaluation instruments and techniques.

H. Service

At the center of the model, permeating all components and reaching out to the clientele through each phase, is service. Major services recommended for the system are as follows:

1. Locating and physically providing curricular materials to the users.
2. Identifying available and needed curricular resources
3. Collecting and storing major curricular materials from nationwide sources
4. Developing and disseminating catalog of curricular resources
5. Scheduling utilization of curricular resources
6. Conducting computer searches for curriculum resources
7. Reviewing and assessing curricular materials
8. Consultating with curriculum developers
9. Developing microform and duplication services
10. Review of existing materials
11. Maintaining contact with the referring requests to other dissemination systems
12. Assisting in library utilization
13. Conducting user training programs
14. Making input in curriculum needs/prioritization studies

15. Disseminating annotated bibliographies on timely problems
16. Assisting in curriculum development, especially materials, searches and editing
17. Locating and encouraging potential users
18. Maintaining a reference service for "instant answers"
19. Conducting tours for visitors

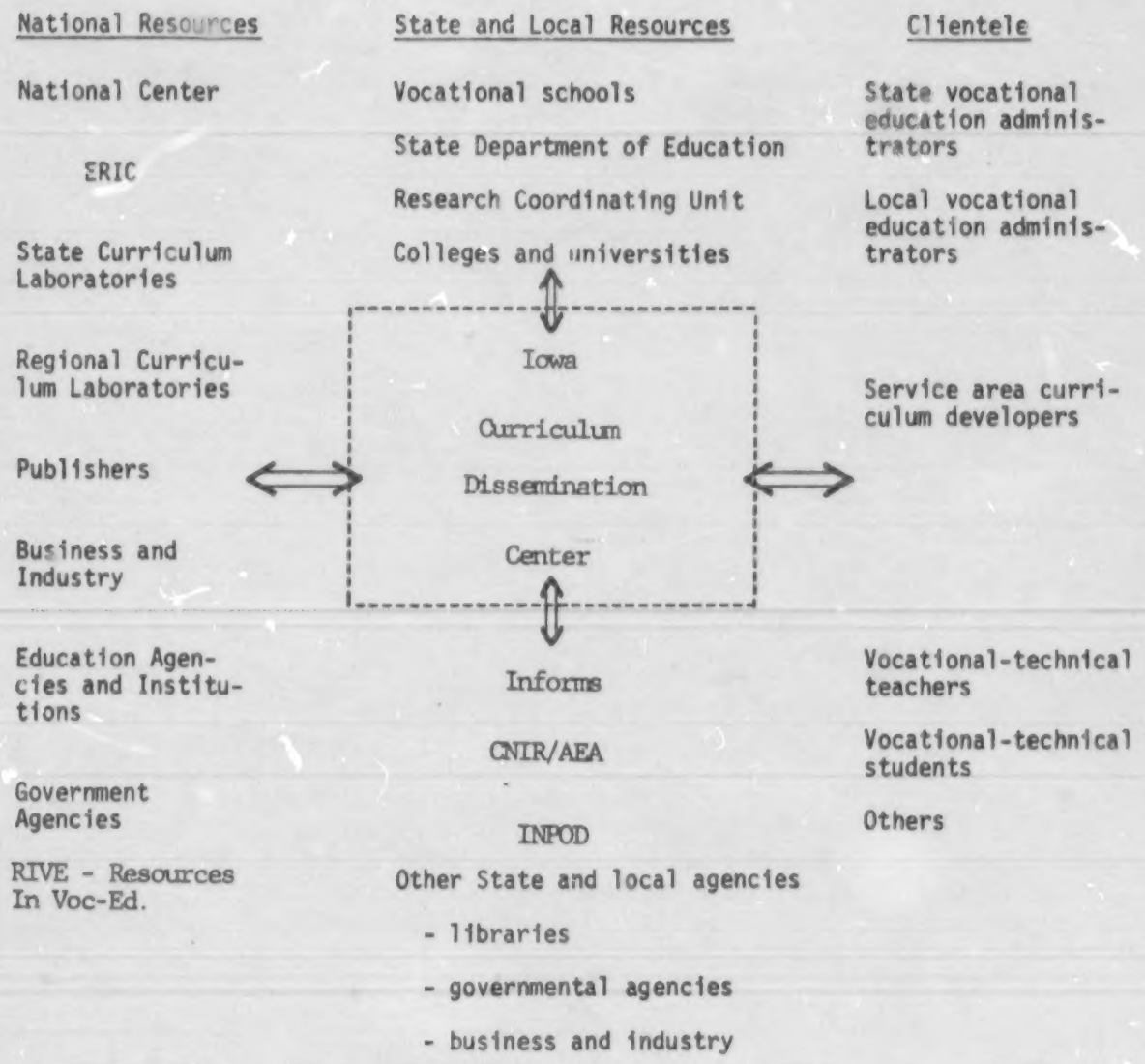
I. Linkage Mechanisms

The system of vocational-technical curriculum acquisition, storage, classification, and retrieval should be interfaced with existing information dissemination systems within the State.

Figure 8 illustrates a basic model for linking the State Vocational Education Curriculum Dissemination Center to input sections and user (clientele). The roles within the model allow for two-way transfer of information, but the major conveyance of vocational curricular information to clientele. Feedback is an important part of the process.

FIGURE 8

A LINKAGE MODEL FOR A STATE VOCATIONAL-TECHNICAL EDUCATION CURRICULUM RESOURCE LIBRARY*



* Adapted from William Hull and Gregory Benson, Jr. Installing a Coordinated Information Network in a State Education Agency: A Case Study of the Decision Process in New York. R&D Series #67, Columbus, Ohio: The Center for Vocational-Technical Education, 1972, p. 10.

SOURCES OF CURRICULUM MATERIALS

Business and industry has a record of cooperation with vocational education. One major area of cooperation - though seldom tapped to its potential - is the availability of curriculum and audio visual support materials. Business and industry has developed many of the following materials, and has indicated an increased willingness to sell at cost, loan or donate these if Iowa has a central articulation and/or dissemination center.

These curriculum services and audio visual support materials are as following:

Curriculum Development Services

1. Consultant services
2. Host on site services
3. In-service programs - technical and curricular
4. Program evaluation services

Curriculum and Audio Visual Support Materials

1. Printed materials
2. 16 mm film
3. Audio cassette/tapes
4. Film strips
5. Video-reel, and cassette
6. Transparency masters
7. Film loops

A centralized state wide ICDC will facilitate a vehicle for identification of such materials, cataloging, communicating the availability and dissemination of a cost efficient, delivery system to users and suppliers.

* The following pages 74-94 of curriculum resources were adapted from: Jim Johndrow, M. J. Iverson, J. Bob Drake and James Kelly. Vocational Education Curriculum Operation--Management Plan. Publication #2. The Department of Vocational and Adult Education, School of Education, Auburn University, 1979, pp 18-37

RESOURCES

BUSINESS AND INDUSTRY

Names and Addresses of Agencies *	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Alex Veres Aerolite Electronics Corp. 2207 Summit Avenue Union City, NJ 07087					X							
W. Harold Parady American Association for Vocational and Instructional Materials 120 Engineering Center Athens, GA 30602	X	X			X		X	X	X		X	
American Home Appliances Manufacturers 20 North Wacker Chicago, IL 60606				X	X				X			
American Institute for Research P. O. Box 1113 Palo Alto, CA 94302	X		X	X	X							
American Technical Society 5608 Stony Island Avenue Chicago, IL 60637					X							
Christopher S. Monek The Associated General Contractors of Am. 1957 E Street, N.W. Washington, D.C. 20006					X							
Bantam Books, Inc. 666 5th Avenue New York, NY 10019	X		X		X							
Chas. A. Bennett Co., Inc. 809 West Detweiller Drive Peoria, IL 61614					X							

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Bergwall Productions, Inc. 839 Stewart Avenue Garden City, NY 11530					X			X	X			
BFA Educational Media 2211 Michigan Avenue Santa Monica, CA 90404			X		X	X		X	X	X		X
Bobbs-Merrill Educational Publishing 4300 West 62nd Street P. O. Box 558 Indianapolis, IN 46206	X	X	X		X		X	X				X
Butterick Publications 708 Third Ave. New York, NY 10013					X			X	X		X	
CBI Publishing Co. Inc. 51 Sleeper St. Boston, MA 02210					X							
Century Communications, Inc. Suite G 5520 Touhy Avenue Skokie, IL 60076					X							
Childcraft Education Corp. 20 Kilmer Road Edison, NJ 08817	X				X	X	X	X	X			X
Chronicle Guidance Pub. Inc. Aurora Street Moravia, NY 13118	X		X		X						X	

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Chrysler Corporation TNG Publications Department 26001 Lawrence Ave. Center Line, MI 48015					X	X	X	X		X		
Carol Sides Colorado Health Careers Council 1601 East 19th Avenue Denver, CO 80218					X							
Director Educational Serv. Consumers Union Inc. 256 Washington Street Mount Vernon, NY 10550					X	X			X			
Contract Research Corp. 26 Brighton Street Belmont, MA 02178	X		X	X	X							
Coronet Instructional Media 65 East South Water Street Chicago, IL 60601					X	X				X		
Council for Exceptional Children 1920 Association Drive Reston, VA 22091					X							
Curriculum Innovations, Inc. 501 Lake Forest Avenue Highwood, IL 60040					X							
DCA Educational Products, Inc. 424 Valley Road Warrington, PA 18976						X			X		X	X

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
John Deere Service Publications John Deere Road Moline, IL 61265					X	X	X			X		
Delmar Publishers 50 Wolf Road Albany, NY 12205					X		X	X	X			
Education Marketing Mgr. A.B. Dick Company 5700 West Touhy Ave. Chicago, IL 60648	X	X	X	X	X	X	X	X	X			
Digiac Corporation 175 Engineers Road Smithtown, NY 11787	X	X	X		X			X	X			
Doubleday and Co., Inc. 501 Franklin Ave. Garden City, NY 11530					X							
Educational Design, Inc. 47 West 13th Street New York, NY 10011				X			X	X	X			
EDU-PAC Box 27101 Minneaplis, MN 55427					X							
Edie-Tech Publications Educational & Training Aids Specialists 1200 E. Fifth Street P. O. Box 2499 Anderson, IN 46011					X		X	X	X			

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
EMC Corporation 180 East Sixth Street St. Paul, MN 55101			X		X	X		X	X			
Robert Brown Encyclopaedia Britannica Educational Corp. 425 North Michigan Ave. Chicago, IL 60611					X	X			X	X		
Fairchild Books & Visuals 7 East 12th Street New York, NY 10003					X	X	X	X				X
Farm Film Foundations 1425 H St., N.W. Washington, D.C. 20005						X						
Federal Bureau of Prisons 320 1st Street, N.W. Washington, D.C. 20534	X	X										
Feedback, Inc. 438 Springfield Box 237 Berkeley Heights, NJ 07922	X		X		X							
Kenneth L. McFate Food and Energy Council 909 University Avenue Columbia, MO 65201					X		X	X				
Ford Parts & Service Div. Ford Motor Company Room 914--Parklawn Towers West 1 Parklane Blvd. Dearborn, MI 48126	X		X	X	X		X	X	X		X	

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Future Business Leaders of America--Phi Beta Lambda 1908 Association Drive Reston, VA 22091	X	X	X		X		X	X				
Future Homemakers of Am. 2010 Massachusetts AVe., N.W. Washington, D.C. 20036	X		X		X							
General Mills Film Center P. O. Box 1113 Minneapolis, MN 55440					X	X		X	X			
Public Relations Staff General Motors Corp. Room 1-101 Detroit, MI 48202					X	X						
Goodheart-Willcox Co. 123 West Taft Drive South Holland, IL 60473					X							
Gould Inc. 4423 Arden Drive El Monte, CA 91734	X	X	X		X		X	X	X			
Grafic Arts Technical Foundation 4615 Forbes Ave. Pittsburg, PA 15213	X		X	X	X		X	X			X	
Graves-Humphreys, Inc. 1948 Franklin Road Roanoke, VA 24033	X				X							

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Gregg Division McGraw-Hill Book Co. Peachtree Corners Business Park P. O. Box 996 6755 Jimmy Carter Blvd., N.W. Norcross, GA 30091	X	X	X		X		X	X	X		X	
Hampden Engineering Corp. 99 Shaker Road Box 563 East Longmeadow, MA 01028	X		X		X		X	X				
Herrmann & Safranek 4005 El Camino Real Atascadero, CA 93422					X							
Hobar Publications 1234 Tiller Lane St. Paul, MN 55114					X		X	X	X		X	X
Houghton Mifflin Co. One Beacon St. Boston, MA 02107					X							
Human Resources Research Organization 300 North Washington St. Alexandria, VA 22314	X		X	X	X							
ICS, Employee/Management Development Oak & Pawnee Streets Scranton, PA 18515	X	X	X	X	X							

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
International Institute of Coiffure Designers, Inc. Allen Keith Productions 243 West 56th Street New York, NY 10019	X		X	X	X	X				X		X
International Harvester Southern Reg. Public Relation Mgr. 1121 Oakleigh Drive East Point, GA 30344						X						
The Interstate Printers and Publishers, Inc. Danville, IL 61832					X							
Johnson Gas Appliance Co. 520 E Avenue, N.W. Cedar Rapids, IA 52405	X			X	X							
Keystone Publications 1657 Broadway - 2nd Floor New York, NY 10019	X		X	X	X				X		X	
Kraemer Tool & Mfg. Co. Ltd. 190 Milvan Drive Weston, Ontario, M9L 1Z9 CANADA					X							
Lab-Volt Systems/Division of Buck Engineering Co. Inc. P. O. Box 686 Farmington, NJ 07727	X	X	X	X	X					X	X	

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Library Filmstrip Center/ Vocational Filmstrip Co. 3033 Aloma Wichita, KS 67211							X	X	X			
McKilligan Industrial Supply Corp. 435 Main Street Johnson City, NY 13790					X						X	
Marshalltown Trowel Co. Marshalltown, Iowa 50158					X							X
Medical Plastics Laboratory Inc. Box 38 Gatesville, TX 76528					X							
Charles E. Merrill Pub. Co. A Bell & Howell Co. 1300 Alum Creek Drive. Columbus, OH 43216					X							
Milady Pub. Corp. 3839 White Plains Road Bronx, NY 10467			X		X	X	X	X	X	X	X	
Money Management Institute Household Finance Corp. 2700 Sanders Rd. Prospect Hts., IL 60070					X				X			
Communications Division Educational Programs Motor Vehicle Manufacturers Association of the U.S. Inc. 300 New Center Building Detroit, MI 48202	X	X			X							

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
National Educational Media Inc. 15760 Ventura Blvd. Suite 501 Encino, CA 91436			X		X	X	X		X	X		
The National Laboratory for the Advancement of Education c/o Aerospace Education Foundation 1750 Pennsylvania Ave., NW Washington, D.C. 20006	X				X		X	X		X		
Rebecca S. Douglas, Dir National Restaurant Assoc. Suite 2600, One IBM Plaza Chicago, IL 60611		X		X	X	X		X	X			
National Safety Council 444 North Michigan Ave. Chicago, IL 60611	X		X	X	X	X	X	X	X			
Newsweek, Inc. 444 Madison Ave. New York, NY 10022	X		X		X				X			
Northeastern Lumber Co. 2201 North 11th Street Reading, PA 19603		X			X							
P.A.R. Inc./Educational Publishers 274 Weybosset Street Providence, RI 02903			X		X			X				

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Pasco Scientific 1933 Republic Ave. San Leandro, CA 94577					X							
Pathescope Educational Media 71 Weyman Avenue New Rochelle, NY 10802	X		X	X	X				X			
Pivot Point International Inc. 1791 West Howard St. Chicago, IL 60626	X	X	X	X	X			X	X			
Prakken Publications, Inc. 416 Longshore Dr. Ann Arbor, MI 48107	X										X	
Precision Manufacturing Co., Inc. 509 D Street Box 218 Clearwater, FL 33517					X							
Lou Woods Prentice-Hall Media 150 White Plains Road Tarrytown, NY 10591					X	X	X	X	X			X
Prep, Inc. 1575 Parkway Avenue Trenton, NJ 08628	X	X	X	X	X			X				
Public Affairs Pamphlets 381 Park Avenue South New York, NY 10016					X							

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Frank E. Richards Pub. Co. Inc. Loxley Firth Regional Mgr. 19 Park Ave. Vero Beach, FL 32960			X		X						X	
Rockwell International Power Tool Division 400 North Lexington Ave. Pittsburgh, PA 15208	X		X		X	X			X		X	X
Mary Edna Branch Regional Consumer Relations Manager S&H Promotional Services P. O. Box 656 Norcross, GA 30091	X				X	X	X					
Science Research Assoc., Inc. 259 East Erie Chicago, IL 60606	X		X	X	X			X	X	X	X	X
Sears, Roebuck & Co. Department 733G (36th Floor) Sears Tower Chicago, IL 60684					X			X	X		X	
Selrite School Equipment Corp. 225 West 34 Street New York, NY 10001	X				X						X	
The L.S. Starrett Co. 121 Crescent Street Athol, MA 01331					X	X						X

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Stenograph Corp. 7300 Niles Center Road Skokie, IL 60076	X		X		X			X	X			
Sun Electric Corp. 3011 East Route 176 Crystal Lake, IL 60014	X	X	X	X	X		X				X	
Tab Books Monterey & Pinola Street Blue Ridge Summit, PA 17214					X							
Technovate, Inc. 910 Southwest 12th Ave. Pompano Beach, FL 33060	X	X		X	X							
Tescom Corp. 2600 Niagara Lane North P. O. Box 1434 Minneapolis, MN 55440	X		X		X			X	X			
3-M Visual Products Div. 3-M Center, Bldg. 220-6W St. Paul, MN 55101					X	X	X		X		X	
Tomahawk Corp. 6900 220th, S.W. Mountlake Terrace, WA 98043		X	X		X			X	X			X
Train-Ease Corp. 47 Marble Ave. Pleasantville, NY 10570					X		X	X	X			
United Air Specialists, Inc. 6665 Creek Road Cincinnati, OH 45242	X	X		X	X		X					

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
United Transparencies, Inc. P. O. Box 688 Binghamton, NY 13902											X	
Vega Enterprises Route 3, Box 300-B Decatur, IL 62526	X	X			X		X			X		
Vita Mix Corporation 8615 Usher Road Cleveland, OH 44138	X	X	X	X	X	X				X		
Viz Manufacturing Company 335 E. Price Street Philadelphia, PA 19144					X							
Vocational Industrial Clubs of America, Inc. (VICA) 105 North Virginia Avenue Falls Church, VA 22046	X	X	X	X	X	X	X	X	X		X	
Vocational Research Institute of Jewish Employment & Vocational Services 1624 Locust Street Philadelphia, PA 19103	X		X		X		X	X				
A. C. Weber, Inc. 216 North Canal Street Chicago, IL 60606	X				X							
The Warren Group Division of Warren Tool Corporation P. O. Box 68 Hiram, OH 44234					X							

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Whirlpool Corporation Technical Training Center Department OEN-1 Benton Harbor, MI 49022	X				X			X	X	X		

RESOURCES

STATE DEPARTMENTS OF EDUCATION

AND

OTHER GOVERNMENTAL AGENCIES

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Flat Boards
Rehabilitation Research Foundation P. O. Box BV Elmore, AL 36025				X	X							
Curriculum Coordinator Division of Vocational Education Pouch F Alaska Office Building Juneau, AK 99801					X							
California State Dept. of Education 721 Capital Mall Sacramento, CA 94819					X				X			
Bureau of Reclamation P. O. Box 25007 Denver Federal Center Office of Chief Engineer Denver, CO 80225		X			X	X	X					
Colorado Future Homemakers State Bursar P. O. Box 413 Johnstown, CO 80534					X							
Joan S. Briggaman Consultant-BOE Conn. St. Dept. of Ed. Room 344 State Office Bldg. P. O. Box 2219 Hartford, CT 06115	X	X	X	X	X		X					
State Department of Public Instruction Dover, DE 19901	X	X	X	X								

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Federal Reserve Bank of Atlanta Atlanta, GA 30300					X							
Dr. J. F. Gittenden Curriculum Coordinator Bureau of Research Division of Vocational-Technical and Adult Ed. Department of Education Knott Bldg. Tallahassee, FL 32302	X	X	X		X							
Office of Career Ed. Orange Co. Board of Ed. 410 Woods Avenue Orlando, FL 32805	X	X	X		X							
Board of Education of the City of Chicago Chicago, IL 60693		X	X	X	X							
Iowa Department of Public Instruction Grimes State Office Building Des Moines, IA 50319					X							
Frederick L. Cappello Director Vocational Curriculum & Media Development Division of Vocational Education N.J. State Dept. of Ed. Trenton, N.J. 08625	X	X	X		X	X	X	X	X			

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Mr. Earl Hay Bureau Chief Bureau of Occupational Education Curriculum Development The State Education Dept. Albany, N.Y. 12230					X	X	X	X	X			
Mr. Joseph B. Carter Project Director N.C. Dept. of Public Instruction Raleigh, N.C. 27611					X		X	X				
Bob Patton, Coord. Curr. & Instructional Materials Center State Dept. of Vo-Tech Ed. 1515 W. 6th Ave. Stillwater, OK 74074	X	X	X	X	X	X	X	X			X	
State of Tennessee Dept. of Education Div. of Vo-Tech Ed. 205 Cordell Hull Bldg. Nashville, TN 37219				X	X	X	X	X			X	
Dr. Gary LaLomb Curriculum and Data Specialist Utah State Board for Voc. Ed. 250 East 500 South Salt Lake City, UT 84111					X							

Names and Addresses of Agencies	Curriculum Development Services				Curriculum Resources							
	Consultant Services	Host On-Site Visits	Conduct In-Service Programs	Program Evaluation Services	Printed Materials	16 mm Films	Slides	Cassette Tapes	Filmstrips	Video Tapes	Transparencies	Film Loops
Program Manager, Materials Development Education Programs Division Dept. of Energy 400 First St. N.W. Washington, D.C. 20545					X	X			X			
Department of Housing and Urban Development Distribution Service Center B-258 Washington, DC 20410					X							
U.S. Department of Transportation National Highway Traffic Safety Administration Washington, DC 20590					X	X						
Commissioner, Dept. of the Treasury Internal Revenue Service 1111 Constitution Avenue, NW Washington, DC 20224					X	X				X		

17

SYSTEM AND PERSONNEL ASSESSMENT

Any planning, management, or assessment technique should serve as a guide for personnel development as well as attempt to measure and improve job performance. This concept should be no different in an educational system involving vocational curriculum developers. The "Result-Centered Appraisal" approach to personnel assessment offers a positive approach to fulfilling the organizational mission--meeting the needs of individuals--while it provides an avenue for professional development.

The performance appraisal approach, somewhat clarified as an objective-centered performance appraisal approach to planning, managing, and assessing personnel involved in vocational curriculum development, is based upon the rationale that an administrator or curriculum development specialist is supposed to achieve certain performance objectives. All their efforts should be consistant with the organization's philosophy, missions, goals, policies, procedures, and objectives.

While it is understood that many times priorities can change quickly, some expected primary benefits that might be achieved from instituting a performance appraisal for planning, managing, and assessing personnel are as follows: (1) clearer identification of roles; (2) enhanced communication efforts; (3) cooperative development of objectives and levels of objectives by superiors and subordinates; (4) clearer avenues for performance counseling; (5) immediate feedback on performance.

The pre-appraisal counseling conferences, the assessment conference, the post-appraisal conferences, and the professional methods by which they are conducted are the key to this system. These conference, if handled properly, provide positive motivation for everyone involved.

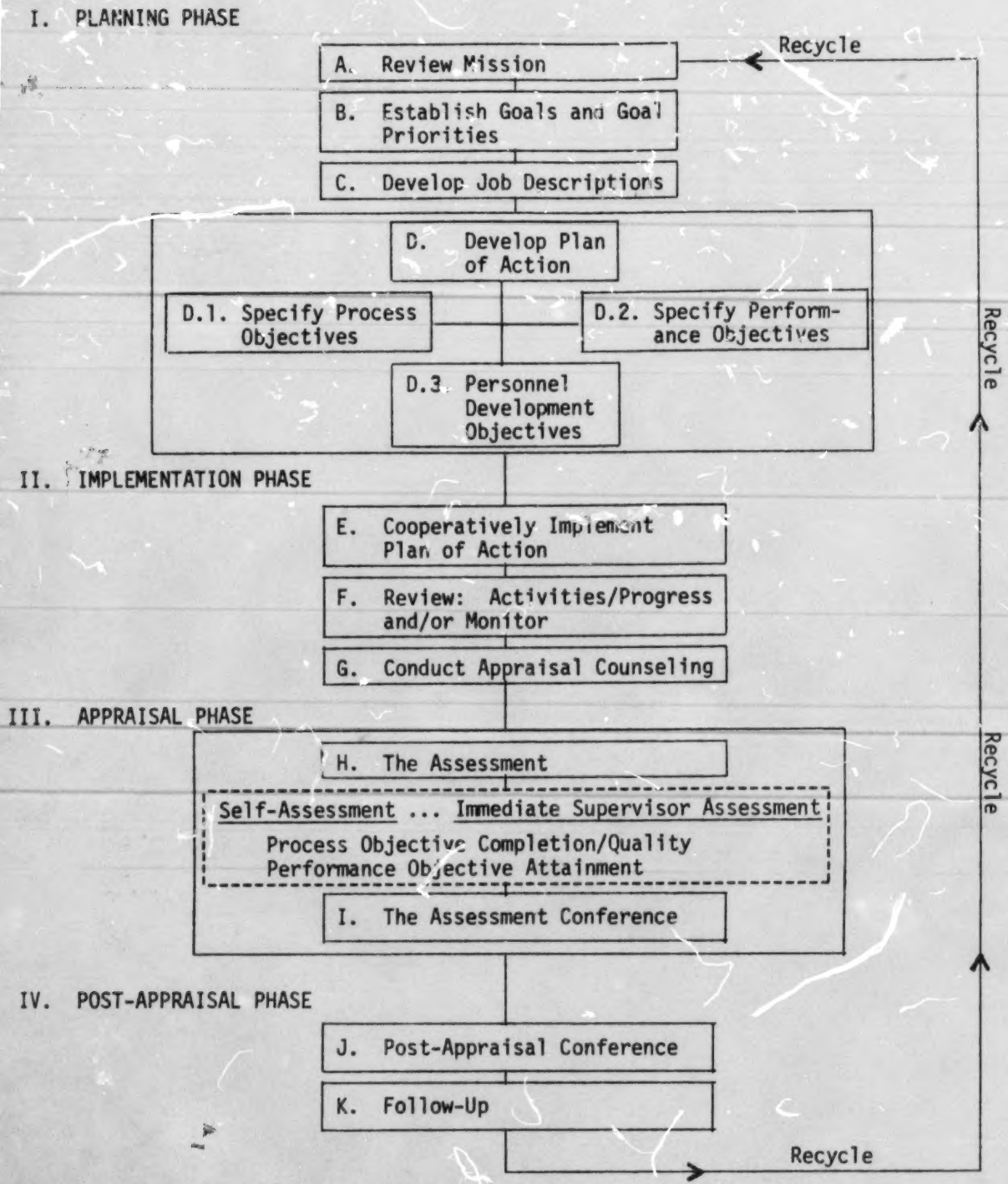
In this system the performance counsel--in most cases the immediate supervisor--will, in reviewing the performance of personnel, merely make comparisons between the results achieved and the anticipated results, as revealed by the minimal level of accepted performance. In most cases the administrator determines whether the employee achieved the objectives as planned, exceeded the plans, or was below the plan. If the objectives are not stated in observable terms, the basic appraisal data will be virtually useless.

This same process holds true for the ICDC Director, whos performance will be evaluated by the membership of the ICDC Council.

A model for implementing the Results Appraisal system for the assessment of ICDC staff and functions is illustrated in Figure 9. This Model provides a basis for the personnel assessment systems approach offered in this manual. Basically there is a monitoring and periodic evaluation being conducted as on-going activities throughout the year. A summative evaluation is conducted at the end of each year in an effort to check progress made in accomplising the predetermined objectives. The process will identify strong and weak areas of personnel performance and other obstacles that hinder the completion of objectives. It is obvious that a geniune rapport must be developed and maintained between evaluator and evaluatee. There must be constant exchanges of evaluation throughout the year. All evaluations must be descriptive, leading to perscribed means and resources for improved performance where necessary.

FIGURE 9

VOCATIONAL CURRICULUM PERSONNEL ASSESSMENT MODEL



Adapted from: Jim Johndrow, M. J. Iverson, J. Bob Drake and James Kelly, Vocational Education Curriculum Operation--Management Plan. Publication #3. The Department of Vocational and Adult Education School of Education, Auburn University, 1979, p 14

18. LETTERS OF SUPPORT

The following pages of "Letters of Support" is incomplete. Twenty additional letters have been promised. These may be obtained from the Project Director.

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

February 6, 1981

Dr. John VanAst, Jr.
Curriculum & Staff Development Specialist
Industrial Vocational Technical Education
Iowa State University
Ames, Iowa 50010

Dear John:

We were honored that you and the delegation from Iowa chose to come to Oklahoma and visit the Curriculum and Instructional Materials Center here at the State Department of Vocational and Technical Education. We hope your visit was worthwhile and that you picked up several ideas that will assist you in the development of your proposal for building a statewide delivery system for instructional materials development. We will be most happy to provide any assistance to you that is in the scope of our activities here at the State Department or as spelled out in the proposal for the Midwest Curriculum Coordination Center.

As a part of the Midwest Curriculum Coordination Center, we can provide you and your staff inservice training programs related to curriculum development and utilization, building a statewide dissemination system, and developing a resource center for the collection of instructional materials.

The Oklahoma State Department of Vocational and Technical Education will be willing to enter into a memorandum of agreement with your state on selling instructional materials on a consignment basis. The intent of this agreement is to provide you teacher copies of our materials on a consignment to your state at a 40 percent discount. After materials are sold in your state, you can pay that percent of the sale on your account. Student material can be handled on a consignment basis with the appropriate discount given based on quantities projected and needed.

The State Department of Vocational and Technical Education will ship the materials to you prepaid. If for some reason the agreement needs to be terminated and you wish to return the materials, we would expect you to pay the shipping costs.

Enclosed you will find copies of Impact Reports for the previous years of the Midwest Curriculum Coordination Center and a list of Curriculum and Instructional Materials Center staff members and their titles. Hopefully, this is the information you requested. Good luck in writing your proposal and be sure to let us know whenever we may be of assistance to you.

Sincerely,

Bob Patton, Coordinator
Curriculum and Instructional
Materials Center

BP:dg

Enclosures

MAVCC MID-AMERICA VOCATIONAL CURRICULUM CONSORTIUM
1515 WEST SIXTH AVENUE STILLWATER, OKLAHOMA 74074 PHONE 405/377-2000

February 19, 1981

Maurice Mitchell
Director-Instructional Development
Des Moines Area Community College
2006 S. Ankeny Blvd.
Ankeny, Iowa 50021

Dear Mitch:

Enclosed you will find the data summary for the state of Missouri. It is hoped that this will provide you with information in regard to some of the benefits for membership in MAVCC.

The staff joins me in saying that we were very pleased to have you, Steve, and John visit our office. As you know, Iowa is the only state of those in the Midwest region that is not also a member of MAVCC. Generally speaking, additional states have not been encouraged to join our groups; however, at our last board of directors meeting, the board decided that Iowa should be invited to join us as our twelfth state. Please realize then, that we would be happy to welcome Iowa for membership.

We look forward to working with you in the future.

Best wishes,

Ann

Ann Benson
Executive Director

Enclosure

AB:nh

RECEIVED
FEB 25 1981
MEDIA CEN...

Interoffice Communication

IOWA STATE UNIVERSITY
of Science and Technology

DATE April 29, 1981

TO John Van Ast
221 I. Ed. II

FROM William D. Wolansky wdw

The prospect of creating an Iowa Curriculum Dissemination Center is encouraging to all vocational technical teachers and administrators. It is becoming increasingly apparent that classroom teachers find limited time to develop extensively curriculum materials for their use. At the same time there is a wealth of very valuable curriculum materials developed and available from other curriculum centers, industry, and the military.

The other related services of curriculum dissemination, in-service of teachers regarding use of specific curriculum materials will help to maintain quality programs in our secondary and post-secondary institutions.

As Iowa moves to expand the vocational education programs at the secondary level, the potential use of curriculum dissemination takes on added significance.

The Department of Industrial Education at Iowa State University supports the need for creating an Iowa Curriculum Dissemination Center.

MIDWEST EDU SYSTEMS INC

April 17, 1981

Mr. John VanAst Jr. PhD.
Curriculum and Staff
Development Specialist
Iowa State University
Ames, Iowa 50010

Dear Mr. VanAst,

Confirming our conversation at your recent Industrial Education Conference. We would like to participate in the State Wide Curriculum Agency you are thinking about.

Discount on Heath Products vary based on the type of product and quantity purchased.

Please advise how we can help with this project.

Sincerely,

Henry Stone

Henry L. Stone
Midwest Edu Systems, Inc.

REGIONAL OFFICES: P.O. BOX 427 • WESTMONT, ILLINOIS 60559 • (312) 960-0363
600 CRESTLAND AVENUE • COLUMBIA, MISSOURI 65201 • (314) 442-1247
CORPORATE OFFICES: 2701 GRAND AVE. • GALESBURG, ILLINOIS 61401 • (309) 343-6136

Iowa Vocational-Technical Director's Association

Northeast Iowa Area
Vocational-Technical School — Area I
Calmar

North Iowa Area
Community College — Area II
Mason City

Iowa Lakes
Community College — Area III
Estherville

Northwest Iowa
Technical College — Area IV
Sheldon

Iowa Central
Community College — Area V
Fort Dodge

Iowa Valley
Community College District — Area VI
Marshalltown

Hawkeye Institute
of Technology — Area VII
Waterloo

Eastern Iowa
Community College District — Area IX
Davenport

Kirkwood Community College — Area X
Cedar Rapids

Des Moines Area
Community College — Area XI
Ankeny

Western Iowa Tech
Community College — Area XII
Sioux City

Iowa Western
Community College — Area XIII
Council Bluffs

Southwestern Community College — Area XIV
Creston

Indian Hills
Community College — Area XV
Ottumwa

Southeastern Community College — Area XVI
West Burlington

March 9, 1981

Dr. John Van Ast
Industrial Education Dept.
Industrial Education Bldg. #2
Iowa State University
Ames, Iowa 50011

Dear John:

The Iowa Vocational Technical Director's Association held their monthly meeting on February 20, 1981. At this meeting the Iowa Vocational Curriculum Material Center was discussed. I have been directed by this group to write a letter to you endorsing this concept. The group was quite excited about the possibility of having a Vocational Curriculum Material Center located perhaps, in central Iowa.

Some of the other discussion by this group centered around the possibility of having perhaps, a mobile unit that would circulate this material to other parts of the state. In any event, this group endorses the idea of pursuing the possibility of a Vocational Curriculum Material Center.

Sincerely,

Harold Gamm

Harold Gamm, President
Iowa Vocational Technical
Director's Association

bjm

IOWA HOME ECONOMICS ASSOCIATION

March 12, 1981

1980-1981

PRESIDENT
Janet Winslow
Indian Hills Community College
Centerville, Iowa 52544

PRESIDENT-ELECT
Sam Clark
101A Child Development Building
Iowa State University
Ames, Iowa 50011

VICE-PRESIDENT
Barbara Pershing
2210 Iowa Street
Cedar Falls, Iowa 50613

SECRETARY
Mina Baker
Central College
Pella, Iowa 50219

TREASURER
Wendy Peterson
1303 Golden Valley Road
Bettendorf, Iowa 52722

PAST PRESIDENT
Julia Anderson
122 MacKay
Iowa State University
Ames, Iowa 50011

PRESIDENT, STUDENT MEMBER SECTION
Marta J. Holmstrom
3 E. Prentiss #4
Iowa City, Iowa 52240

EXECUTIVE DIRECTOR
Lou Ann Mikes
206 East Ridge Drive
West Des Moines, Iowa 50265

NEWSLETTER EDITOR
Mary Buchele
239 Parkridge Circle
Ames, Iowa 50010

Dr. John Van Ast
Iowa State University
Ames, Iowa 50011

Dear Dr. Van Ast:

The Executive Board of the Iowa Home Economics Association wishes to express encouragement for the formation of a Vocational Curriculum Center in Iowa.

Our profession is vitally concerned with education which promotes quality living skills for individuals and families. Vocational Home Economics provides training in two important areas - preparation for employment in Home Economics Related Occupations and preparation for work in the home through Consumer and Homemaking programs. Members of our association have continually identified support of high quality home economics education as a professional priority.

Accessibility to a wide variety of curricular materials would be extremely valuable to home economics instructors at elementary, secondary, post-secondary, and adult levels. Vocational home economics teachers carry heavy teaching responsibilities, yet need to update curricula constantly as changes in environment, society, and economics effect family living. A state Vocational Curriculum Center would provide an important resource for sharing and disseminating new and creative course outlines and other instructional materials.

We support the efforts of your task force to establish a center in Iowa which will provide assistance in improving education in home economics as well as in other vocational programs.

Sincerely,

Janet Winslow

Janet Winslow
President

cc: Dr. Stephen Poort

JOHN DEERE OTTUMWA WORKS

P. O. BOX 617, OTTUMWA, IOWA 52501 U.S.A.

25 February 1981

Dr. Stephen Poort
Dean of Instruction
Indian Hills Community College
Ottumwa Industrial Airport
Ottumwa, Iowa 52501

Dear Steve:

Some time ago you raised a question as to what materials might be available from Deere & Company as aids for vocational education. The following types of materials are available:

1. Service training course material.
2. Fundamentals of Service (FOS) and Fundamentals of Machine Operations (FMO) manuals.
3. Components or hardware for "hands on" type training.

The enclosed brochures and catalogs will describe in some detail the materials that are available under items 1 and 2 above.

"Service training materials" may be ordered by purchase order or check directly from Deere & Company Distribution Service Center, 1400 Third Avenue, Moline, Illinois 61265, as listed on page iii.

"Teaching materials from John Deere" can also be ordered directly from the Distribution Service Center and an order blank is enclosed.

Additionally enclosed is a brochure entitled "Components and Equipment for Educational Institutions." Orders for such teaching aids will come through the Service Department of our East Moline sales branch. Orders for components may be placed directly with Larry Hodel, Service Manager, East Moline branch, as outlined in the brochure.

After you have reviewed this material, should you have any questions, please call.

Sincerely,

Ronald H. Like

Ronald H. Like
Manager, Personnel

Encl.

117

c: R. H. Meier
L. Hodel - East Moline branch

Interoffice Communication

IOWA STATE UNIVERSITY
of Science and Technology

DATE March 17, 1981

TO Dr. John VanAst
Industrial Education
221 I Ed II

FROM Ruth P. Hughes, Head
Home Economics Education

When you, Sally Williams and I conferred regarding the Iowa Curriculum Dissemination Network, you indicated that you would like to have a letter of support. We told you that we would discuss the idea with the faculty and then would take whatever action was consistent with wishes. At our faculty meeting Friday, March 13, Dr. Williams discussed the network and responded to questions.

The group endorsed the idea and formally support an Iowa Curriculum Dissemination Network. They had the usual questions about location, cost, policy of materials selection, etc. We would appreciate being informed of procedures and would also like an opportunity to participate in activities associated with the network. The contact for that will be Dr. Williams.

RPH:bm

cc: Dr. Ahmann
Dr. Crawford
Dr. Wolansky
Dr. Williams

Interoffice Communication

IOWA STATE UNIVERSITY
of Science and Technology

DATE March 18, 1981

TO John Van Ast
Industrial Education
221 I Ed II

FROM Sally Williams
Home Economics Education
220D MacKay

Thank you for use of the materials in explaining the Curriculum Dissemination Center project to our faculty. The faculty are in support of establishment of the center as a letter from Dr. Hughes will indicate.

SW:da